

Fanatics, Dramatics, and Media Mayhem:

A Thematic Unit focusing on
Shakespeare's *A Midsummer Night's Dream*

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Part I: Introduction

“Think left and think right and think low and think high.
Oh, the things you can think up if only you try!”

-Dr. Seuss

“Fanatics, Dramatics, and Media Mayhem”

Introduction:

I will be teaching this unit in an 8th grade Language Arts class at Apex Middle School. Apex Middle is on period scheduling; therefore, each class lasts approximately 61 minutes. I am teaching on the Mountaineer team, with such outstanding and bright students! Apex Middle uses the Professional Learning Community method to ensure that teachers are teaching the same material and students on all 8th grade teams are being taught the same curriculum. My cooperating teacher is Mr. Cummings, and is the Language Arts teacher on the Mountaineer team. Within the Professional Learning Community (PLC), Language Arts and Social Studies teacher try to integrate Language Arts and Social Studies into each class. “Fanatics, Dramatics, and Media Mayhem” is a unit that explores the wonderful world of fantasy and drama through both print and non-print materials. Students will be asked to analyze film, audio, poetry, plays, and short stories as a means of learning more about these specific literary genres. I am aware of no IEPs in any period of this course and there are no in-class resource students; therefore, there are few adaptations that need to be made when teaching this unit. These are particularly bright students really understand how to analyze and apply material they are learning and discussing in class. From what I have observed, these students have high ability levels, with very little behavioral issues. This class has not used journals in the past, but for the purposes of the unit journals will be used as a means of reflection and evaluation for and of students. The majority of students are white/Caucasian with a smaller percentage of Hispanic, African American and Asian students. The classroom is equipped with little technology resources other than four computers, an overhead projector, and television. All technology resources needed for this unit will be accessible through the media center.

Organizational Principle:

For the purposes of this unit, the overarching theme will be fairy tales and fantasy. Fantasy plays an important role in our society's culture as seen in the media, entertainment, literature, etc. We will use a drama, other fairy tales, poetry, music and some video clips to draw conclusions about the importance of fantasy in our culture. In addition, I believe that it is important for students to understand the difference between fantasy and reality. I believe that this unit will be engaging for students because we will be making connections from literary fantasy to how fantasy and fairy tales are portrayed in our own lives. In addition, I think it will be important to address that sometimes our view of fantasy and fairy tales through literature and the media can sometimes skew our perception of reality. In addition, I believe that the theme of fantasy/fairy tales lends itself to great discussion and will foster imagination and creativity in the classroom!

Primary Subject Matter Focus:

Our theme of fantasy and fairy tales will be implemented in part by our study of a Shakespeare's *A Midsummer Night's Dream* as the primary subject matter focus. In North Carolina's Standard Course of Study, Objective 5.02 says 8th graders must study the characteristics of fiction, non-fiction, drama and poetry. In addition, the course of study also addresses the importance of evaluating the genre-specific characteristics to each genre. For the purposes of this unit, I believe that using *A Midsummer Night's Dream* would be valuable in exposing 8th graders to perhaps a more challenging reading, while enhancing and honing their abilities to analyze literary characteristics. Also, this drama exemplifies clearly the literary elements of fantasy and fairy tales. In addition, this play would set a framework for our continued study of fantasies and fairy tales both past and present. Shakespeare's drama would be a means of contrasting historical fantasies with current fairy tales both in literature and entertainment.

Organizing Questions:

1. What are the elements of fantasy in literature, and how are they portrayed in the media?
2. What are the roles of fantasy in our society and culture?
3. Why are fantasies and fairy tales important?
4. How is our view reality skewed by our perception of fantasy?
5. How do fantasy and fairy tales compare from the past to the present?

Goals:

After completing our unit on fantasy and fairy tales, my hopes are that students would have a greater understanding of the literary elements that encompass works of fantasy. In addition, I hope that students will see the role of fantasy in our culture, and its impact on our society. I hope that students will connections with their readings of *A Midsummer Night's Dream* and other fantasy supplemental texts with current events, and their personal lives. Furthermore, I want students to see the importance and understand the line between fantasy and reality and how our culture's view of fantasy and fairy tales can skew our perception of reality. I hope they will understand in a greater measure the importance of separating "fact from fiction." Lastly, I hope that they will become competent viewers of media and be able to distinguish fantasy in the media from reality.

General Unit Objectives:

Cognitive:

1. Students will be able to identify key elements of the literary genre, fantasy and drama as seen in their texts.
2. Students will be able to draw comparisons based on literary elements, between drama, fantasy and fairy tales.
3. Students will be able to explain the roles fantasy and drama play in our society and culture.
4. Students will be able to identify the elements fantasy, fairy tales, and drama in our society through current events, music and media clips.
5. Students will be able to compare and contrast examples of fantasy and drama in literature from past and present.

Affective:

6. Students will be able to effectively collaborate in small groups.
7. Students will be able to follow direction and instruction.
8. Students will be able to freely express their creativity and imagination.
9. Students will be able to appreciate good literature (art, music, or film).

Performance:

10. Students will be able to compose their own fantasy text.
11. Students will be able to analyze different modes of media and entertainment to make connections with literature.
12. Students will be able to develop questions about the role of fantasy and drama in our culture through the viewing of different modes of media.
13. Students will be able to respond to material using journals.
14. Students will be able to respond to a variety of texts, both print and non-print materials.
15. Students will be able to perform an original fairy tale drama created in groups.

- 9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.
- 9.02 Describe opportunities for and benefits of civic participation.

8th Grade North Carolina SCOS Language Arts Objectives

- 5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through reading a variety of literary texts.
- 2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:
 - Determining the importance and accuracy of information
 - Making connections to related topics/information
 - Drawing inferences and/or conclusions
 - Generating questions
 - Extending ideas
- 2.02 Use multiple sources of print and non-print information products.
- 1.03 Interact in group activities and/or seminars in which the student:
 - Shares personal reactions to questions raised
 - Gives reasons and cites examples from text in support of expressed opinions.
 - Clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion
- 1.04 Reflect on learning experiences by:
 - Evaluating how personal perspectives are influenced by society, cultural differences, and historical issues
 - Appraising changes in self throughout the learning process
 - Evaluating personal circumstances and background that shape interaction with text

Possible Unit Materials and other Supplemental Text:

Literature/Short Stories/Poetry:

- ü "The Fairy's Tale"
- ü "The Dell"
- ü "Midsummer's Dream"
- ü "Fairyism"
- ü Beauty and the Beast Fairy tale **
- ü Cinderella **
- ü Snow White and the Seven Dwarfs **
- ü Sleeping Beauty **
- ü When the Clock Strikes by Tanith Lee **
- ü "Gretel in Darkness" by Louise Gluck **

Current Events:

- ü "Witness: Fantasy, reality blurred for Woldt"
- ü "Palestinian Fantasy vs. Reality"
- ü "Video News Releases: The Fantasy vs. Reality"
- ü "As Seen on TV"
- ü <http://www.psy.utexas.edu/psy/FACULTY/Woolley/pdf/fantasypaper.pdf>
- ü <http://www.themonitor.com/onset?id=2899&template=article.html> "Living Online" Article
- ü <http://www.tsl.pomona.edu/index.php?page=sports&article=2503&issue=85>
"Football: Fantasy vs. Reality"
- ü <http://www.pbs.org/kcts/video/gamerevolution/impact/myths.html> "Reality Bites"
- ü <http://www.cnn.com/2007/TECH/12/04/virtual.gifts.ap/index.html> "Reality Check, or rip off?"

- ü <http://www.cnn.com/2007/TECH/11/19/virtual.parks.ap/index.html> "E-Field Trips"
- ü <http://www.prwatch.org/node/4893> "Video News Releases: Fantasy vs. Reality"
- ü <http://www.cbsnews.com/stories/2004/07/29/48hours/main632909.shtml> "Becoming Barbie"

Film/Media Clips:

- ü <http://youtube.com/watch?v=LJMgl1m-HSo> (Clip from Saved by the Bell)
- ü <http://youtube.com/watch?v=ZkwGW09Uu-w> (Enchanted Trailer)
- ü <http://youtube.com/watch?v=3i8unA3hBdU> (Animanics in *A Midsummer Night's Dream*)
- ü *Beauty and the Beast*
- ü *Cinderella*
- ü *Snow White and the Seven Dwarfs*
- ü *Sleeping Beauty*
- ü *Shrek* **
- ü *A Cinderella Story* **

Technology Related Materials:

- ü Portable Laptop **
- ü Access to computers **
- ü CD player (for music during their independent work time and learning stations) **
- ü <http://www.storiestogrowby.com/script.html> (Scripts of Fairy Tales)
- ü <http://www.scholasticdealer.com/prodimages/sample/915389.pdf> ("Slurping Beauty")
- ü http://www.cartoonstock.com/directory/F/Fairy_tale.asp (Fairy Tale Cartoon)
- ü http://www.cartoonstock.com/directory/m/midsummer_s_night_dream.asp (*A Midsummer Night's Dream* Cartoon)**

Audio Materials:

- ü "Fairy Tale Gone Bad"
- ü "Fantasy" by Earth, Wind and Fire
- ü "Little Red Riding Hood" by Sam the Sham and the Pharaohs**
- ü "Wordplay" by Jason Mraz
- ü "Cinderella" (Remix by Chris Brown and Rihanna)
- ü "Every Little Thing She Does is Magic" by the Police **

Aesthetic Materials

- ü Markers
- ü Crayons
- ü Glue
- ü Scissors
- ü Graphic Organizers
- ü Poster Board
- ü Paint

Possible Activities/Instructional Strategies:

- Language Study (Old English vs. Present Day—How did we get here? Compare and Contrast)
- Transpose text from Old English to Present Day English**
- Drama**
- Research current event with connections to the theme of fantasy
- Writing Workshop for personal fantasy or fairy tales**
- Silent Discussion
- Media Journal
- Small group work**
- Individualized work on F.L.I.P days**

- Possible Learning Stations**
- Peck's 10 Questions literature circles
- Journaling**
- Current Events
- Fill-in-the-Blank Note Guides**
- Connections made with modern music and film**
- Internet research**
- Silent reading
- Reading Aloud
- Storytelling**
- Class Discussion**
- Implementation of Reading Strategies (Context clues, inferences, etc.)**
- Role-play**

Unit Map/Narrative Overview:

“Laying the Foundation”

Day 1: “Enchanted:” What is fantasy? (*Lesson Plan Provided*)

(As students enter on the first day of our unit I'll be dressed in fairy like attire)

- Bridge/Early Bird Activity: Students will respond to a Dr. Seuss quote related to the idea of fantasy in their journal: *“I like nonsense; it wakes up the brain cells. Fantasy is a necessary ingredient in living.” -Dr. Seuss*
 - The directions for the Early Bird will be on the overhead, but also in written form in their wire workbaskets on their team tables.
 - Explain the use of journals throughout the unit for both Early Bird Work and media journals.
- After a brief response/discussion from the Early Bird Work, I will then introduce our guiding questions for the day as well as the unit.
- I will then ask students to clear their desks; it's storytelling time! I will then read the fairy tale that I have written that will include the goals, hopes, and expectations for the unit within the tale.
- Direct Instruction: What is fantasy? Where do I see it in literature? What are the literary elements of fantasy?
- Quick review of material covered in class
- Small Group Work: With their table teams, students will complete a short fairy tale activity where they are asked to identify specific elements of fantasy as seen in selected fairy tales passed out to each group.
- Wrap Up: Have a quick de-brief with any questions from material covered for the day. Review what needs to be brought to class for the next day.

Day 2: “What does Shakespeare know, he's really old:” Introduction of *A Midsummer Night's Dream*

- Early Bird Work: Students will be asked to view a brief clip from “Saved by the Bell” then asked to respond in their journals about what elements of fantasy did they see the television clip portray. This will be used a segue way into our study of the literary components of drama and fantasy.
- Introduce Guiding Questions and goals for the lesson:
 - What is a drama?
 - What are the literary components of drama?
 - What does Shakespeare have to do with drama and fantasy?
- Direct Instruction: “Drama is...” Explanation of drama and its components

- Introduction to *A Midsummer Night's Dream*
 - Note: We will not be reading the play in its entirety; moreover, we will be using chunks of the play to teach the components of both drama and fantasy.
 - I will give a detailed list of the characters as well as do an in-depth plot overview and explain the reasoning for not reading the entire play.
- Wrap Up: Review material discussed in class today as well as Day 1's material that included our introduction of the fantasy and fairy tales unit. Students will be given an index card and then asked to write at least two characteristics of drama and two characteristics of fantasy. They will leave the index cards in their workbaskets. Afterwards, I will preview what we will be doing the following day (diving into *A Midsummer Night's Dream*!)

Day 3: "Shakespeare- Take 2:"

- Intro Activity/Early Bird Work: The Early Bird work will consist of listening and responding to Sam the Sham and the Pharaoh's, "Little Red Riding Hood." The students prompt will be as follows:
 - After listening and reading the lyrics to "Little Red Riding Hood," your task is to use your knowledge of the literary elements in the fantasy genre and compile a list of elements that show fantasy within the song. Also, in what ways could this play show characteristics of drama? Who would be the characters? The plot? The setting for this "play?" Please illustrate at least one characteristic! J
 - The time for this specific activity will be extended in comparison to other Early Bird activities.
 - This activity will be used as a bridge to reviewing the components of both drama and fantasy as well as continuing our study of *A Midsummer Night's Dream*.
- Introduce Guiding Questions:
 - What makes *A Midsummer Night's Dream* a drama?
 - Where do we see components of fantasy within the play?
- Direct Instruction: Identifying key passages that exemplify both elements of drama and fantasy. I will emphasize that one element of drama is that it is written for performance, so we will all become actors for the day. In addition, for each scene the group reenacts, I will give a brief contextual description about what is happening prior to the scene. We will use three passages from the play to show elements of both fantasy and drama. We may even use the "No Fear Shakespeare" version for better understanding. Students will also have a guided note sheet that they will be able to use to help follow along with our discussion of the play.
 - First passage: Act 2, Scene 1—Oberon speaks, "How long within this wood intend you stay? Ending with Robin saying, "I'll put a girdle round about the Earth in forty minutes..."
 - Second passage: Act 2, Scene 1—Helena speaks, "The wildest hath not such a heart as you." And will end the passage with Robin saying, "Fear not my lord. Your servant shall do so."
 - Third passage: Act 5, Scene 1—Theseus speaks, "The iron tongue of midnight hath told twelve." And will end with the passage with Robin saying, "If we shadows have offended..."
- This role-play, explanation of each passage and identification of elements will take the bulk of our lesson. Students will be evaluated based upon class participation as well as a brief journal entry at the end of class that asks them respond to the question: In the passages we have studied in the play, *A Midsummer Night's Dream*, make at least one observation of how you saw elements of fantasy in the drama. Give at least two specific details. They will leave their journals in their wire workbaskets.

- Wrap Up: Brief review of what we covered in class asking for comments, concerns or questions about material studied. I will then preview what we will be studying the next day: How does the language of *A Midsummer Night's Dream* and other fairy tales influence our interpretation of the stories? Students will also be asked to begin to brainstorm some ideas for their own "modern day fairy tale drama." I will let them know that we will be doing some brainstorming in class tomorrow, but I want them to get their imaginations and creativity in high gear for what's in store!

Day 4: "It's all in the Word Play:" The Importance of Language in Fantasy and Drama

- Early Bird Work: In your journals, I want you to "translate" the Old English text of *A Midsummer Night's Dream* to a more modern, "hip" version of what Shakespeare's Old English text intends to say. Here's an example:
 - Old English: "Tempt not too much the hatred of my spirit. For I am sick when I do look on thee."
 - Modern Translation: "Don't push it. When I look at you, I get sick!"
- Use the following passage to translate your own modern version of Shakespeare's play:
 - Old English: "I will not trust you, I, nor longer in your curst company. Your hands than mind are quicker for a fray. My legs are longer through, to run away."
- After completing the Early Bird Work, we will reconvene and discuss the variety of translations and interpretations of this one quote. This activity will be used as bridge to our main topic of the day, which is the importance of language in literature, specifically in drama as well as fantasy.
- Review material covered in prior class.
- Introduce Guiding Questions:
 - What can language tell us about literature? (When, where, why a text was written)
 - Why is dialogue important in a drama?
 - What are the main differences between Old English and Modern English as seen through examples in *A Midsummer Night's Dream*?
- Direct Instruction: Students will have guided notes handout that will be helpful in following the lesson and keeping students on task throughout the discussion. I will use the Early Bird work as a resource in talking about the differences in language and word choice in writing between modern and old English. In addition, it will also be beneficial by talking about word choice and placing in writing as we begin to talk about our own writing of fairy tales and dramas.
- Introduction of "The Official Fairy Tale Drama Project:" A handout that includes the guidelines and rubric for the writing project will be in their workbasket on their team table. I will go over (in detail) my expectations for the project and then with the remainder of class will begin the brainstorming process using a web sheet to organize our thoughts. (*Please see attached handouts*) I will review the elements of fantasy and drama and ask them to keep these in mind as they are brainstorming ideas.
- Wrap up: Students will be asked to complete their brainstorming graphic organizers at home and bring in the sheet, and tomorrow with their group they will be deciding on one topic/theme they will be using in their collaborative writing project. We will briefly de-brief about what has been covered in class, and review homework assignment.

Day 5: F.L.I.P Day (Following Lessons at Independent Pace)

- I will be wearing a baseball cap during the entire class period and it will be on with the bill to the front.
- Early Bird Work: In your journals, respond and react to the following quote:
"Works of imagination should be written in very plain language; the more purely imaginative they are the more necessary it is to be plain." –Samuel Taylor Coleridge

- Do you agree or disagree with this quote? Make sure to give explanation with your argument or reaction. Please illustrate! Use your creativity!
- Following the Early Bird Work, we will have a brief discussion that will ask students to respond/react to the quote from the Early Bird activity. If we have a few daring students, I'll ask (if they want to) to also share the artwork they created to represent their reaction to the quote.
- We will use our Early Bird work to move into a time of review from the past week and the prior day's lesson. I will specifically address the guiding questions from the previous day and ask students to give reasons in how language gives us information about literature that we are reading and what the importance of dialogue is in drama.
- Next, I will F.L.I.P my ball cap backwards, and then announce to students that today is F.L.I.P day. This means that we will be completing any assignments that were not completed during the week, including journal work and work that was suppose to be turned into the workbasket.
- Introduce Guiding Questions:
 1. How can I effectively manage my time today?
- Direct Instruction: I will ask students to complete and turn in the following things (and place all handouts needed to be turned in, inside their journals) in their workbasket on their team table by the end of the period:
 1. All Early Bird Work (should be written in their journals)—I will put up all Early Bird prompts for the week on the board for students.
 2. Fairy Tale Activity (Directions will be made available, and I will make sure students know that although this was group project, each individual member must turn in the handout)
 3. Response to A Midsummer Night's Dream role-play in journal (question written on the board)
 4. Brainstorming Graphic Organizer for "The Official Fairy Tale Drama Project"
- Wrap up: With approximately 5 minutes remaining, I will ask students to wrap up work and place all work to be turned in, inside their journals and place them in the workbasket on their team table.

“The Meat of the Matter:” Creation of our Fairy Tale Dramas

Day 6: “Writing in Tune:” Poetry and Fantasy (Whatif Poem Activity attached)

- Early Bird Work: It's time to grab your pencil or pen, and we're going to kick our writing in high gear? In your journals respond to the Shel Silverstein's poem, "Whatifs." How does the poem exemplify fantasy characteristics?
- Introduce Guiding Questions:
 1. What connections can you make between fantasy and poetry?
 2. What is the connection between music and poetry?
- Direct Instruction: I will guide students through the "Whatif" poem activity.
- Wrap up: We will do a brief review of the material covered in class, and ask students to complete imitation poem for homework and bring completed version to class to be turned in the following day!

Day 7: “Writing it Right:” Writing Workshop

- Early Bird Work: In your journals, expound and elaborate on one idea from your brainstorming graphic organizer for your "Official Fairy Tale Drama Project." Who would be your characters (or actors)? What is the setting? Etc. We will be using our journal entries in our collaborative writing with our teams today! You will be creating your first draft with your team for your Fairy Tale drama!

- After our Early Bird work, I will review the components and expectations for "The Official Fairy Tale Drama Project." I will also give the guidelines and framework for our "Writing Workshop."
- Introduce Guiding Questions:
 1. How can I effectively collaborate with group members?
 2. What are the main components of drama and fantasy?
 3. How are we going to write our play?
- Direct Instruction: I will take a few minutes to review the main components of drama and fantasy and ask students to use their handouts on fantasy and drama from the beginning of the unit, as resources for their collaborative writing with their team. In addition, I will have an example of a short fairy tale drama as an example of what should be included in their drama, as well as pass out the rubric that shows how each group will be evaluated. Students will be allowed to work in their teams to create their play. Students will also be asked to turn in an updated first draft of their Fairy Tale drama. Each group member is responsible for having a copy of the draft and placing the draft inside of their journal to be turned in at the end of class. I will use this as a means of evaluation for the class period. Students will use the majority of the class period to work on drafting their play.
- Wrap Up: We will review what has been covered in class and ask students to place their own copy of their drama draft in their journal, and to place their journal in their workbasket. I will then preview the next day.

Day 8: "Acting out:" The Fairy Tale Production

- Early Bird Work: Respond in your journals to the following quote, "A passion for the dramatic art is inherent in the nature of man." -Edwin Forrest What's your experience in theatrics? Do you agree or disagree with the quote? This quote will be used to introduce our lesson for the day.
- The purpose of the day's lesson is to give students tangible examples of what a fairy tale drama looks like. For this specific lesson, we will use a couple fairy tale play skits and act them out in class. Hopefully, students will be able to see how other writers have created short dramas based upon fairy tales and fantasy.
- Introduce Guiding Questions:
 1. How can I make connections between what I'm learning and what I'm writing?
 2. How can I collaborate effectively in a group?
- Direct Instruction: During a brief direct instruction time, I will designate/or ask for people to take the roles of each character for the first skit (there are 2 skits that will be used during this lesson and are seen in the materials list under the technology resources). I will use the same process for assigning roles for the second skit. After assigning roles, I will pass out scripts to each character and we will begin our production! After each skit, I will ask each student to create a list in their journal of ideas that may be beneficial in their group's collaborative writing.
- Wrap Up: At the summation class, I will recap the purpose of the class and ask if students gained a better understanding of how to create a fairy tale drama. I will preview the next day's lesson and remind students to bring their journals with their collaborative writing because we will be having a writing workshop the following day.

Day 9: "Writing it Right II:" Writing Workshop (Group Feedback)

- Early Bird Work: In your journals, respond or react to the following cartoon as seen on the website: http://www.cartoonstock.com/directory/F/Fairy_tale.asp. What does this cartoon say about the portrayal of fantasy and fairy tales in our culture?
- Students will then be asked to pull out their collaborative writing. Today we will be getting collaborative group feedback about the "Official Fairy Tale Drama."

- Introduce Guiding Questions:
 1. How can I give appropriate and constructive feedback?
 2. What are key elements of drama and fantasy that should be in the play?
 3. How can I be a successful team member and collaborate effectively?
- Direct Instruction: I will briefly give the framework and guidelines for group feedback. Each group will receive a group feedback handout that they should fill out when reading and responding to another groups' work. This handout should be turned in with the final product of the drama. Students will be allowed to sit anywhere in the classroom as a group to work on the group feedback process. Students will draw numbers to decide which groups' work they will be responding and critiquing.
- Wrap Up: We will reconvene as a group and talk about the importance of peer and group feedback, posing the question, why is feedback important in the writing process? Afterwards, I will remind students to bring incomplete work to class tomorrow as well as their journals!

Day 10: F.L.I.P Day (Following Lessons at Independent Pace)

- I will be wearing a baseball cap during the entire class period and it will be on with the bill to the front.
- Early Bird Work: In your journals, I want you to give a reflective account of your work thus far in our unit on fantasy, fairy tales, and drama. What have you done, learned, and want to know more about?
- We will use our Early Bird work to move into a time of review from the past week and the prior day's lesson. I will specifically address the guiding questions from the previous day and ask students why it is so important to receive and give feedback on writing. Why is it beneficial? Why is a process important in writing?
- Next, I will F.L.I.P my ball cap backwards, and then announce to students that today is F.L.I.P day. This means that we will be completing any assignments that were not completed during the week, including journal work and work that was suppose to be turned into the workbasket.
- Introduce Guiding Questions:
 - How can I effectively manage my time today?
- Direct Instruction: I will ask students to complete and turn in the following things (and place all handouts needed to be turned in, inside their journals) in their workbasket on their team table by the end of the period:
 1. All Early Bird Work (should be written in their journals)—I will put up all Early Bird prompts for the week on the board for students.
 2. Whatif Poem Activity (Directions will be made available)
 3. First Draft and Group Feedback for "The Official Fairy Tale Drama Project"
 4. A list of ideas from the "Acting Out" lesson (these will be written in their journals, and directions for the mini-assignment will be available and written on the board)
- Wrap Up: With approximately 5 minutes remaining, I will ask students to wrap up work and place all work to be turned in, inside their journals and place them in the workbasket on their team table. Next, I will preview next week's work, posing the question, "What role do you think fantasy and drama play in our culture and are they important?"

Day 11: "Writing it Right III:" Writing Workshop (Final Copy)

- Early Bird Work: Respond to the following quote in your journals, *"I'm not a very good writer, but I'm an excellent rewriter."* – James Michener. What is your process as a writer? What does editing mean? Why is process important in writing?
- The Early Bird work will be a means of transitioning to our third and final writing workshop experience in the classroom. This writing workshop will be focused on revision and editing. By the end of the class, or the following day, groups should complete a final copy. We will be using the computers to create a final, typed script during this class period.

- Introduce Guiding Questions:
 1. How can I be an effective team member in the editing process?
 2. What is the difference between revision and editing?
- Direct Instruction: During the brief direct instruction period, I will explain the difference between revision and editing. I will ask students to then break up in groups (they are allowed to sit where they can most effectively manage time and complete their work) and work on completing a final copy of their "Fairy Tale Drama Project." Students will have access to laptops, and computers in the classroom using them only for writing purposes. (I will monitor computer work.) By the end of the class period, students should be close or have a completed copy of their fairy tale skit. If not completed, students will have one other day before their performance to complete and also rehearse.
- Wrap Up: I will ask students to put all work in their journals, even if incomplete and leave their journals in their workbaskets. I will use their journals as a means of gauging their participation and work for the fairy tale drama project. I will then preview the next day's lesson by asking students how they see fantasy elements in the media/entertainment.

“Media Mayhem:” The Role of Fantasy and Drama in the Media and Entertainment

Day 12: “Fantasy in the Media”

- Early Bird Work: Students will be asked to watch the following trailer and respond in their journals, creating a list of ways in which the entertainment industry incorporates elements of fantasy into film. <http://youtube.com/watch?v=ZkwGW09Uu-w>
- The early bird work will be a bridge to studying the portrayal of fantasy in the media.
- Introduce Guiding Questions:
 1. What is the role of fantasy in the media and entertainment?
 2. What are some ways in which the media and entertainment industry has modernized older fairy tales?
- Direct Instruction: During this portion of lesson, students will create a KWL chart about what they already know (or seen) that shows fantasy in the media, and what they want to know about the portrayal of fantasy in the media. After our direct instruction time, students will be able to successfully complete the “what they learned” portion of the KWL chart. I will discuss the role of fantasy as seen in fairy tale films, specifically produced by Disney. I will pose the question, “Why is fantasy important?” I will then pose the idea that sometimes fantasy can be a means of escape from reality. What are the implications (and sometimes consequences) of the portrayal of fantasy in the media and entertainment?
- Wrap Up: Students will be asked to leave their journals in their workbaskets. I will recap the material covered in class and preview the next day by asking students ways in which we see drama (meaning a play, not like drama queen J) in the media and entertainment.

Day 13: “Drama in the Media”

- Early Bird Work: Students will be asked the following clip and respond in their journals to following question, “What are some ways in which we see classic drama portrayed in modern media?” “What role does drama play in our modern entertainment industry?” <http://youtube.com/watch?v=3i8unA3hBdU>
- The early bird work will be a bridge to studying the portrayal of drama in the media.
- Introduce Guiding Questions:
 1. What is the role of drama in the media and entertainment?
 2. What are some ways in which the media and entertainment industry has modernized older dramas, including *A Midsummer Night's Dream*?

- Direct Instruction: Like the previous day, students will create a KWL chart in their journals about what they already know (or seen) that shows drama in the media, and what they want to know about the portrayal of drama in the media. After our direct instruction time, students will be able to successfully complete the "what they learned" portion of the KWL chart. I will discuss the role of drama as seen in films, television shows, etc. I will pose the question, "Why is drama important?" "How has drama played an influential role in the development of entertainment in the United States?"
- Wrap Up: We will wrap up class by doing a de-briefing about what we have learned about fantasy and drama in our culture over the past two days. I will ask students to bring questions that relate to the idea of fantasy vs. reality. How has our media/entertainment industry skewed viewers' perceptions of reality?

Day 14: "Fantasy vs. Reality"

- Intro Activity/Early Bird Work: Today we are going to be talking about the influence of fantasy in our culture. Has the media/entertainment industry's view of fantasy skewed viewers' perception of some reality?
 - The prompt is as follows: Take a few minutes and read the following article ("Living Online: Alternate reality games skew to younger generation"). In your journal react and respond to the article provided. What are your personal experiences with media and fantasy? Do you believe that the media's portrayal of fantasy can skew some people's perception of reality? If so, explain.
 - This Early Bird work will be a longer due to the length of the article. This intro activity serves as a bridge to facilitate a discussion about "simulated" realities in our culture.
- Introduce Guiding Questions:
 1. How does fantasy in television or film create stereotypical portrayals of occupations?
 2. What are ways in which fantasy in the media can skew viewers' reality?
- Direct Instruction: This lesson will pretty much evolve around the current event analysis that each group will have. Each group will be given a specific current event or journal article that deals with the idea of fantasy in the media and skewed reality. Each group has the task of reading the news article or current event and based on their reading respond to their reading by answering a few short answer questions in their group. After each group completes the collaborative task, groups will be ask to present their current event, as well as the "issue" or how fantasy or reality has been portrayed. The following articles will be used during this activity:
 - "Reality Bites"
 - "Football: Fantasy vs. Reality"
 - "Reality Check, or Rip Off?"
 - "E-Field Trips"
 - "Video News Releases"
 - "Becoming Barbie"
 - Directions for the activity will be given specifically in a handout that each group member will have for reference. The bulk of our lesson will consist primarily of the analysis of the current events. This is to get them prepped for the next day's lesson in which we will be using learning stations!
- Wrap Up: We will wrap up by discussing our duty as citizens to be aware and be able to distinguish the differences between fantasy and reality and the influential role that the media and entertainment play in creating our view of reality. Students then will be asked to put their individual copy of their group work in their journals, and place their journals in their workbaskets.

Day 15: "Media Moguls:" Analyzing Media/Entertainment through Learning Stations (*Lesson Plan Provided*)

- Early Bird Work: In your journals react and respond through illustration to the following quote, *"Reality leaves a lot to the imagination."* –John Lennon. Do you agree, disagree, explain and make sure to illustrate your entry!
- Today we will be using learning stations as a means of analyzing different modes of fantasy and drama. There will be 6 Learning Stations (each at a different team table). Each station will be equipped with a clip of video, audio, or literature. At each station, students will be asked to draw off their knowledge of the elements of fantasy and drama. Each student will be given a "Media Mayhem" packet. Within the packet, there will be handouts that coordinate with each station. At each station, students will be asked to analyze and view the material in several different ways. They will record their analysis and work in their "Media Mayhem" packet that will be turned in at the end of class in their workbaskets.
- Introduce Guiding Questions:
 1. How is fantasy and drama seen in film, music, and literature?
 2. What elements of fantasy and drama are seen in film, music, and literature?
- Direct Instruction: I will do little direct instruction for the class period because the majority of the class period will be utilized through the learning stations. I will give details about the procedure and guidelines for the learning stations as well as my expectations for student cooperation and collaboration.
- Wrap Up: We will close by asking students to do a 5-minute free write about what they gained from the learning stations. Are learning stations helpful? Students will be asked to place their packet in their journal and to leave their journal in their workbasket.

"In True Fairy Tale Form" Our Production of Fairy Tale Dramas

Day 16: "Almost to the Globe:" Final Touches on Fairy Tale Dramas (*Lesson Plan Provided*)

- Early Bird Work: In your journals, react and illustrate to the cartoon shown. What is the portrayal of A Midsummer Night's Dream in the cartoon?
 - http://www.cartoonstock.com/directory/m/midsummer_s_night_dream.asp
- This lesson will be solely used to put final touches on the fairy tale drama scripts, as well as give time for students to practice for their performance the following day. I will again review the expectations and guidelines for the script and performance. I will allow students to disperse throughout the classroom to practice and put final touches on the script. The script is to be typed, and computers will be made accessible for those groups who have not typed their script that is to be turned in the following day.
- Introduce Guiding Questions:
 1. How can I effectively manage my time?
 2. How can I successfully contribute and participate within my group?
- Direct Instruction: There will be little direct instruction; however, I will be used as a support and resource for questions, comments and concerns regarding their culminating project. I will also create a list on the board of any technological materials that they may need, that I can have available for their performance. I will make sure to touch base with each group to make sure each group has successfully completed their tasks.
- Wrap Up: We will wrap up the class by asking for any other comments, concerns, or questions regarding the project as well as give the framework and guidelines for our "performance" day.

Day 17: "Welcome to the Globe Theatre:" Our Shakespeare Production (*Lesson Plan Provided*)

- No Early Bird Work due to performances
- Students will come in and the front will have scenery that resembles the Globe Theatre (where Shakespeare's plays were performed!J)

- After students take their seats, I will review the guidelines and framework for the performances. Each group will then be given 5 minutes to gather their thoughts, props, and materials.
- Groups will perform their "drama" and it will be recorded on video to be included as a part of our digital scrapbook, which is a collection of all our work over the course of the semester.

- Wrap Up: After all groups have performed, I will ask students to create one last journal entry reflection on the following questions:
 - What was the most valuable lesson learned during our unit on fantasy, fairytales, and drama?
 - What was the most meaningful assignment during our unit? Explain why.
 - What was beneficial, and what could be changed during the unit?

Part II: Daily Lesson Plans

“I accept challenges, I have always done that in writing.”
-Jack Prelutsky

“Once Upon A Time, Long, Long Ago”

Lesson 1 of 17

Context: This is the initial plan for my unit on Fantasy and Fairy Tales. This lesson will be used to introduce to the class to the literary elements of the fantasy genre and set a framework for the remainder of our unit. Being able to identify the elements of fantasy in both print and non-print materials will be essential for comprehension and application of the material.

Specific Learning Objectives:

Cognitive:

1. Students will be able to identify key elements of the literary genre, fantasy and fairy tales, as seen in their texts.
 - (1.1) Identify literary elements included in the genre fantasy, as seen in fairy tales
 - (1.2) Characterize literary characteristics of the genre, fantasy

Affective:

2. Students will be able to follow direction and instruction.
 - (7.1) Listen attentively
 - (7.2) Participates in class discussion
3. Students will be able to effectively collaborate with peers in small groups.
 - (6.1) Successfully completes Fairy tale activity with team

Performance:

4. Students will be able to respond to material using journals.
 - (13.1) React to a quote during Early Bird Work

Materials and Technology Resources Needed:

- ü Journals
- ü Fairy Wings, Apple, Crown and Cape (for “Teacher Fairy” costume purposes)
- ü Stereo (music to play during small group work)
- ü Fairy Tale Handouts for each small group (*Please see attached handouts*)
- ü Wire Baskets for each table (Work/Journals will be placed in wire baskets at the end of each class with completed work)

Procedures/Instructional Strategies:

Bridge:

1. (7 min.) I will be dressed in “fairy like” attire including fairy wings, crown, cape, etc. I will ask students not to ask questions about my clothes, but we will address my new style later in class. Students will come in and grab their journals from their period's workbasket at the door. Students will then be asked to respond to the following quote in their journal and illustrate for their “Early Bird Work:” (*Please see attached handout for Early Bird Work*)

“I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living.”

- Dr. Seuss

- As students are doing their journaling, I will be playing soft music (maybe Earth, Wind and Fire's “Fantasy”) in the background, and walking around assuring “on-taskness” and having a measure of “with-it-ness” in the classroom.
- (5 min.) After approximately 5 minutes, our class will reconvene and we will discuss our responses to the quote. This will be used as a segue into the “meat” of lesson, which introduces the literary elements of fantasy. Guided Questions for our discussion will include:

- What do you know about fantasy?
 - What do you want to know?
 - Where do we see fantasy in our lives and culture?
- Following our brief discussion of the class' responses, we will then continue with the remainder of our lesson.

Steps:

1. (5-7 min.) Next, I will ask students to be really quiet, clear everything off their desks. After students have put away their things, I will begin by reading the fairy tale I have written specifically for the 8th graders. (*Please see attached "Fairy Tale" handout*). This fairy tale will encompass the elements of fantasy as well as our goals and objectives for our unit on fantasy.
2. (20 min.) Following our "story time," we will have a time of direct instruction. During this time, I will introduce our guiding questions for the day, and briefly discuss my over arching hopes for the unit on Fantasy.
 - Guiding Questions for the Day will already be posted on the board:
 1. What are the literary elements of the genre fantasy?
 2. What types of fantasy do we see in our culture?
 - Brief Overview of the Unit: We are going to be taking a great adventure through the wonderful world of fantasy! We will be looking at fantasy through literature, through film/television/entertainment, and through music. In addition, we will be using our knowledge of the elements of fantasy to identify the same elements as see them in our culture and society. Lastly, we will be connecting our study of fantasy to current events that challenge us to question the line between fantasy and reality in our society.
 - Let the adventure begin!
Students will then grab the following materials from their workbasket on their table:
 1. "Fantasy in Literature" Packet (This will include materials for the day)
 3. Before any house is built, there must be a sturdy and solid foundation, the same in learning! We must first learn the literary characteristics of fantasy before we can attempt to identify them in literature and media. Go ahead and flip over to your "Once Upon A Time..." Handout. As we go through our lesson today, use these notes as guide. They will be helpful in the days, and weeks to come! (*Please see attached handout*)
 4. Use these notes to follow along in our discussion of the elements of fantasy. This handout will be very helpful throughout the unit! As we are starting our unit on fantasy and drama, can you think of any examples of fantasy that you have seen in literature or film? **J**
 - For the purposes of this lesson, we are going to break the literary characteristics of the fantasy genre into 5 different sections: (if the word is bolded that is the correct answer for Part I of the "Fantasy in Literature" packet.
 - Characterization:
 - Characterization is defined as a representation of a character or characters on the stage or in writing, especially by imitating or describing actions, gestures, or speeches.
 - In Fantasy, characters can be animals that act like people. Characters can also have special powers, like super heroes, or some characters from fairy tales.
 - Setting:
 - Setting is the place and time in which something happens.
 - Setting in fantasy is often imaginary and/or takes place in another time. The setting can also take place a long time ago, as seen in fairy tales.

- There is often no time, or the story is taking place at anytime of the day, week, month or year. Because of this, time travel is a possible occurrence in fantasy books, or stories.
- Plot:
 - The plot of a story is the storyline or sequence of events that tell the story.
 - In fantasy story, the plot is varied and there are often twists or surprising developments.
 - The plot is often whimsical and involves quite imaginative characters.
- Theme:
 - Themes are the overarching and unifying ideas that a book, poem, play, etc. may portray.
 - Themes in writings of fantasy often have a theme of good vs. evil. Think about stories like Cinderella or Little Red Riding Hood. These are both works of fantasy can you conclude a theme?
 - Another theme that may be common in fantasy works may be it describes how science or other ideas applied to the extreme.

There are many more themes evident in fantasy literature! Can you add to our list?

- Style and Tone:
 - Style is the distinctive way in which something is written. Tone is the writer's attitude, stated or implied to a specific subject or situation.
 - There could be the use of magic or scientific principles that a character has not discovered. In addition, the character may use technology or mental powers that have not been discovered.
- 5. After we thoroughly gone over the characteristics of fantasy, we will begin the evaluative activity for the lesson.

"Time to wrap it up!" (Closing Activity)

1. (15 min.) We will do a quick review of the literary characteristics of fantasy. Students will then be directed to take the "Fairy Tale" and "Once Upon A Time" handouts. Each group will be assigned a specific fairy tale according to their Group number. Numbers will be assigned to each fairy tale and will be indicated on the fairy tale handout. Here's the task: Students will be asked to use their knowledge (and handout J) to compile a list at the bottom of their "Fairy Tales" handout that show fantasy characteristics in the story. *(Please see handout for more explicit directions)*

Closure:

1. (5-7 min.) Students will be asked to place their "Fairy Tale" handout in their wire workbaskets. Afterwards, students will then be asked to take out their planners (it's required! J) I will give instructions for the following day.
 - Tomorrow, we will be taking our first look at fantasy as seen in a drama. You will need to make sure you bring your "Fantasy in Literature" Handout because it will be quite helpful when we are looking at the text tomorrow. Also, please remember to place your journal in your period's wire workbasket at the door.
 - For tomorrow, create a list of short stories, novels, dramas, television shows, etc. that portray elements of fantasy. We will discuss your lists at the beginning of class. Please bring a hardcopy (on a piece of notebook paper) in of your list (and not just say I have it in my brain! J), these will be taken up in your workbaskets on your table at the end of class tomorrow.

- Are there any questions, comments, and concerns about the material covered in class? Does everyone understand tonight's "mini-assignment?"
- I'm so excited about what's to come! Have a wonderful day!

Accommodations/Differentiation: None needed for this specific plan.

Methods of Evaluation:

1. Students' journal responses (Objective 13.1)
2. Students' "Fairy Tale" Handout (Objectives 1.1, 1.2)
3. Students' participation in class discussion (Objectives 7.1, 7.2)
4. Students' participation in small group work (Objective 6.1)

“Time to Reflect:” How did the actual teaching go?

Lesson 1:
**“Once Upon A Time,
Long, Long Ago...”**

Supplemental Materials Include:

- Early Bird Work
- “Fantasy in Literature” Handout Part I & II
- My Fairy Tale
- “Once Upon A Time” Mini-Project



Good Morning! Early Bird

"Congratulations! Today is your day. You're off to Great Places! You're off and away!" We are off to great places! Today, we are starting a new unit all about fantasy, fairy tales and drama! As a start to our unit, respond or react to the following quote in your journal! Put your thinking cap on, and let's get started!

Make sure to record your Early Bird in your journal! J

What do I need today?

1. Journal
2. Pen/Pencil
3. Creativity!

Directions for Early Bird:

1. Take out your journal.
2. Respond and/or react to the following quote:
"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living."
- Dr. Seuss

Do you agree or disagree? What do you believe fantasy is or means?

Use these questions to fuel your imagination and creativity.

3. Illustrate your reaction and/or response in your journal.
4. Share your thoughts in our class discussion!

“Long Ago in the Land of Apexppotamus”

By Lyndsey Thompson

(The fairy tale is to be read as part of intro/bridge activity in Lesson 1.

Once upon a time, long, long, ago in the land of Apexppotamus, lived a group of 30 very intelligent Apexppotamians. The Apexppotamians were the smartest, brightest, and most intelligent people in all of Apexonia, brighter than any other people in the whole land of Wakelphia. These Apexppotamians had been at the local fairy school, but the time was drawing close for them to graduate and head onto to the “big” school where they might, if they work hard enough, earn their flying wings. These wings were very important because they could take them absolutely anywhere. They had learned so much throughout their 10 years in the primary schools, but they were ready for the challenge and the work! But before these Apexppotamians could graduate to the “big” school, they had to complete one last task, a task that only one teacher could give them. Mrs. Thompopoly always had the most outrageous ideas and as the school year for the Apexppotamians was drawing to a close, Mrs. Thompopoly told her 30 very bright students that there last task was to learn about the history of their land. They were going to learn about fairies and all the tales that had been written about them. She told her class that it’s so important to see something from different points of view, and so she surprised her class by telling them that they were going to hear how stories of fairies and that fantasy world had been through listening to music played from the most famous instrument in the land, the harpadulcimer. Also, they would become actors and actresses performing in their own representation of a piece of their fairy history (something they create J). The students were a little overwhelmed with all of the work that ly ahead, but Mrs. Thompopoly assured her class that although there will be much hard work, she knows that each one of her students has the ability to do their very, very best; then again, they do have to complete this last task to go to the “big” school!

With all the excitement that filled the classroom, the students did not notice the Lockhair wizard that appeared at the door. Lockhair was over the entire school, and didn’t like students having fun; he didn’t see that learning is fun! Lockhair said that there would be no performances. His best friend’s name was Eog. Everyone said that Eog was a real influence on the way Lockhair ran the school. Mrs. Thompopoly tried explaining to Lockhair that learning is fun and that if he would just see all the many things the students would learn about their fairy history and drama surely he would understand. Mrs. Thompopoly nagged and bugged Lockhair until he would comeback and sees the many things the students learned from studying their fairy history. Unsuspectingly, Lockhair appeared on the day of their performances. By the end of the performances, Lockhair realized that learning is fun and that his best friend Eog just didn’t understand that taking a test isn’t always the best idea! These brilliant Apexppotamians completed their task, and off to “big” school they would head, but not with out lessons about hard work, the fun and learning and little about their fairy history! And they lived Happily Ever After!

Fantasy in Literature: Part I

Use these notes to follow along in our discussion of the elements of fantasy. This handout will be very helpful throughout the unit! As we are starting our unit on fantasy and drama, can you think of any examples of fantasy that you have seen in literature or film? J

For the purposes of this lesson, we are going to break the literary characteristics of the fantasy genre into 5 different sections:

Characterization:

1. Characterization is defined as a representation of a character or characters on the stage or in writing, especially by imitating or describing actions, gestures, or speeches.
2. In Fantasy, characters can be _____ that act like people. Characters can also have _____, like super heroes, or some characters from fairy tales.

Setting:

1. Setting is the place and time in which something happens.
2. Setting in fantasy is often _____, or take place in another _____. The setting can also take place a _____ time ago, as seen in fairy tales.
3. There is often _____ time, or the story is taking place at _____ of the day, week, month or year. Because of this, _____ travel is a possible occurrence in fantasy books, or stories.

Plot:

1. The plot of a story is the storyline or sequence of events that tell the story.
2. In fantasy story, the plot is varied and there are often _____ or surprising _____.
3. The plot is often _____ and involves quite _____ characters.

Theme:

1. Themes are the overarching and unifying ideas that a book, poem, play, etc. may portray.
2. Themes in writings of fantasy often have a theme of _____ vs. _____. Think about stories like Cinderella or Little Red Riding Hood. These are both works of fantasy can you conclude a theme?
3. Another theme that may be common in fantasy works may be it describes how _____ or other ideas applied to the extreme.

There are many more themes evident in fantasy literature! Can you add to our list?

Style and Tone:

1. Style is the distinctive way in which something is written. Tone is the writer's attitude, stated or implied to a specific subject or situation.
2. There could be the use of magic or scientific principles that a character has not discovered. In addition, the character may use technology or mental powers that have not been discovered.

“Once Upon a Time”

Mini Project

It's time to put our knowledge of fantasy elements to practice! Using your brilliant minds, complete the following tasks with your assigned fairy tale:

1. In your “Fantasy in Literature” packet, you will find a handout with several different sections of fairy tales listed. Beside each of the fairy tales is a number, you will be working with the portion of a fairy tale that has your group's corresponding number beside it. *(If you can think other nursery rhymes you would like to use, please submit those ideas to me, I would love your input and ideas!)*
2. After reading the portion of your fairy tale, your task is to identify and underline the elements of fantasy in the fairy tale.
3. You've successfully read the fairy and underlined all the literary characteristics of fantasy as seen in your tale! Awesome work! Now, it's time to put our knowledge of these characteristics to practice. After you underlined all the characteristics, go through the fairy tale and label what kind of characteristic the phrase, word, sentence, etc. showing. For instance, if I saw “Long, long ago, in a land far, far away...” I would first underline the phrase (like you were asked to do in step #3), then I would write TIME in all capital letters and Circle it, to indicate the specific characteristics of that phrase.
4. Time to turn it in! Make sure to have your name on the back of your nursery rhyme! Congratulations! You did a great job! Please place your work in the wire work basket on your table!
5. Using your knowledge of the fantasy characteristics, your challenge for tonight is to create a list of short stories, novels, dramas, television shows, etc. that portray elements of fantasy. We will discuss your lists at the beginning of class. Please bring a hardcopy (on a piece of notebook paper) in of your list (and not just say I have it in my brain! **J**), these will be taken up in your workbaskets on your table at the end of class tomorrow. Are there any questions, comments, and concerns about the material

You will need:

- A pencil or pen
- Your Brilliant minds!
- “Fantasy in Literature” handout (used as a resource)

Fantasy in Literature: Part II

Fairy Tale Handout for Groups

“Beauty and the Beast”

(Group #1)

In the beginning, Beauty was frightened of the Beast, and shuddered at the sight of it. Then she found that, in spite of the monster's awful head, her horror of it was gradually fading as time went by. She had one of the finest rooms in the Castle, and sat for hours, embroidering in front of the fire. And the Beast would sit, for hours on end, only a short distance away, silently gazing at her. Then it started to say a few kind words, till in the end, Beauty was amazed to discover that she was actually enjoying its conversation. The days passed, and Beauty and the Beast became good friends. Then one day, the Beast asked the girl to be his wife.

Taken by surprise, Beauty did not know what to say. Marry such an ugly monster? She would rather die! But she did not want to hurt the feelings of one who, after all, had been kind to her. And she remembered too that she owed it her own life as well as her father's.

"I really can't say yes," she began shakily. "I'd so much like to..." The Beast interrupted her with an abrupt gesture.

"I quite understand! And I'm not offended by your refusal!" Life went on as usual, and nothing further was said. One day, the Beast presented Beauty with a magnificent magic mirror. When Beauty peeped into it, she could see her family, far away.

"You won't feel so lonely now," were the words that accompanied the gift. Beauty stared for hours at her distant family. Then she began to feel worried. One day, the Beast found her weeping beside the magic mirror.

"What's wrong?" he asked, kindly as always.

Cinderella

(Group #2)

Once upon a time... there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. All this was laid on for her daughters. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat. The cat said,

"Miaow", which really meant, "Cheer up! You have something neither of your stepsisters have and that is beauty."

It was quite true. Cinderella, even dressed in rags with a dusty gray face from the cinders, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at Court and the stepsisters were getting ready to go to it. Cinderella, didn't even dare ask, "What about me?" for she knew very well what the answer to that would be:

"You, My dear girl, you're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy." Cinderella sighed at the cat.

"Oh dear, I'm so unhappy!" and the cat murmured "Miaow".

Suddenly something amazing happened. In the kitchen, where Cinderella was sitting all by herself, there was a burst of light and a fairy appeared.

"Don't be alarmed, Cinderella," said the fairy. "The wind blew me your sighs. I know you would love to go to the ball. And so you shall!"

“Little Red Riding Hood”

(Group #3)

At last she reached the path again but her heart leapt into her mouth at the sound of a gruff voice which said: "Where are you going, my pretty girl, all alone in the woods?"

"I'm taking Grandma some cakes. She lives at the end of the path," said Little Red Riding Hood in a faint voice.

When he heard this, the wolf (for it was the big bad wolf himself) politely asked: "Does Grandma live by herself?"

"Oh, yes," replied Little Red Riding Hood, "and she never opens the door to strangers!"

"Goodbye. Perhaps we'll meet again," replied the wolf. Then he loped away thinking to himself "I'll gobble the grandmother first, then lie in wait for the grandchild!" At last, the cottage came in sight. Knock! Knock! The wolf rapped on the door.

"Who's there?" cried Grandma from her bed.

"It's me, Little Red Riding Hood. I've brought you some cakes because you're ill," replied the wolf, trying hard to hide his gruff voice.

"Lift the latch and come in," said Grandma, unaware of anything amiss, till a horrible shadow appeared on the wall. Poor Grandma! For in one bound, the wolf leapt across the room and, in a single mouthful, swallowed the old lady. Soon after, Little Red Riding Hood tapped on the door.

"Grandma, can I come in?" she called.

Now, the wolf had put on the old lady's shawl and cap and slipped into the bed. Trying to imitate Grandma's quavering little voice, he replied: "Open the latch and come in!"

"What a deep voice you have," said the little girl in surprise.

"The better to greet you with," said the wolf.

"Goodness, what big eyes you have."

"The better to see you with."

"And what big hands you have!" exclaimed Little Red Riding Hood, stepping over to the bed.

"The better to hug you with," said the wolf.

"What a big mouth you have," the little girl murmured in a weak voice.

"The better to eat you with!" growled the wolf, and jumping out of bed, he swallowed her up too. Then, with a fat full tummy, he fell fast asleep.

In the meantime, a hunter had emerged from the wood, and on noticing the cottage, he decided to stop and ask for a drink. He had spent a lot of time trying to catch a large wolf that had been terrorizing the neighborhood, but had lost its tracks. The hunter could hear a strange whistling sound; it seemed to be coming from inside the cottage. He peered through the window and saw the large wolf himself, with a fat full tummy, snoring away in Grandma's bed.

"The wolf! He won't get away this time!"

Without making a sound, the hunter carefully loaded his gun and gently opened the window. He pointed the barrel straight at the wolf's head and BANG! The wolf was dead.

"Got you at last!" shouted the hunter in glee. "You'll never frighten anyone again."

He cut open the wolf's stomach and to his amazement, out popped Grandma and Little Red Riding Hood, safe and unharmed.

Sleeping Beauty

(Group #4)

A long time ago there were a king and queen who said every day, "Ah, if only we had a child," but they never had one.

But it happened that once when the queen was bathing, a frog crept out of the water on to the land, and said to her, "Your wish shall be fulfilled, before a year has gone by, you shall have a daughter."

What the frog had said came true, and the queen had a little girl who was so pretty that the king could not contain himself for joy, and ordered a great feast. He invited not only his kindred, friends and acquaintances, but also the wise women, in order that they might be kind and well disposed towards the child. There were thirteen of them in his kingdom, but, as he had only twelve golden plates for them to eat out of, one of them had to be left at home.

The feast was held with all manner of splendor and when it came to an end the wise women bestowed their magic gifts upon the baby - one gave virtue, another beauty, a third riches, and so on with everything in the world that one can wish for.

When eleven of them had made their promises, suddenly the thirteenth came in. She wished to avenge herself for not having been invited, and without greeting, or even looking at anyone, she cried with a loud voice, "The king's daughter shall in her fifteenth year prick herself with a spindle, and fall down dead." And, without saying a word more, she turned round and left the room.

They were all shocked, but the twelfth, whose good wish still remained unspoken, came forward, and as she could not undo the evil sentence, but only soften it, she said, it shall not be death, but a deep sleep of a hundred years, into which the princess shall fall.

The king, who would fain keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt. Meanwhile the gifts of the wise women were plentifully fulfilled on the young girl, for she was so beautiful, modest, good-natured, and wise, that everyone who saw her was bound to love her.

It happened that on the very day when she was fifteen years old, the king and queen were not at home, and the maiden was left in the palace quite alone. So she went round into all sorts of places, looked into rooms and bed-chambers just as she liked, and at last came to an old tower. She climbed up the narrow winding staircase, and reached a little door. A rusty key was in the lock, and when she turned it the door sprang open, and there in a little room sat an old woman with a spindle, busily spinning her flax.

"Good day, old mother," said the king's daughter, "what are you doing there?"

"I am spinning," said the old woman, and nodded her head.

"What sort of thing is that, that rattles round so merrily," said the girl, and she took the spindle and wanted to spin too. But scarcely had she touched the spindle when the magic decree was fulfilled, and she pricked her finger with it.

And, in the very moment when she felt the prick, she fell down upon the bed that stood there, and lay in a deep sleep.

Snow White and the Seven Dwarfs

(Group #5)

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land." The stepmother was furious and, wild with jealousy, began plotting to get rid of her rival. Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the forest, far away from the Castle. Then, unseen, he was to put her to death. The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away. However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off. Snow White was all alone in the forest.

Night came, but the servant did not return. Snow White, alone in the dark forest, began to cry bitterly. She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump. At last, overcome by tiredness, she fell asleep curled under a tree.

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her. Several times, she thought she felt something, or somebody touch her as she slept.

At last, dawn woke the forest to the song of the birds, and Snow White too, awoke. A whole world was stirring to life and the little girl was glad to see how silly her fears had been. However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path. She walked along it, hopefully. On she walked till she came to a clearing. There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot. Everything about the cottage was much tinier than it ought to be. Snow White pushed the door open.

"I wonder who lives here?" she said to herself, peeping round the kitchen. "What tiny plates! And spoons! There must be seven of them, the table's laid for seven people." Upstairs was a bedroom with seven neat little beds. Going back to the kitchen, Snow White had an idea.

"I'll make them something to eat. When they come home, they'll be glad to find a meal ready." Towards dusk, seven tiny men marched homewards singing. But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span. Upstairs was Snow White, fast asleep on one of the beds. The chief dwarf prodded her gently.

"Who are you?" he asked. Snow White told them her sad story, and tears sprang to the dwarfs' eyes. Then one of them said, as he noisily blew his nose:

"Stay here with us!"

"Hooray! Hooray!" they cheered, dancing joyfully round the little girl. The dwarfs said to Snow White:

"You can live here and tend to the house while we're down the mine. Don't worry about your stepmother leaving you in the forest. We love you and we'll take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work. But they warned Snow White not to open the door to strangers.

Hansel and Gretel

(Group #6)

"Come in! Come in, you've nothing to fear!" went on the old woman. Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch, her trap for catching unwary victims. The two children had come to a really nasty place.

"You're nothing but skin and bones!" said the witch, locking Hansel into a cage. I shall fatten you up and eat you!"

"You can do the housework," she told Gretel grimly, "then I'll make a meal of you too!" As luck would have it, the witch had very bad eyesight, and when Gretel smeared butter on her glasses, she could see even less.

"Let me feel your finger!" said the witch to Hansel every day to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

"You're still much too thin!" she complained. When will you become plump?" One day the witch grew tired of waiting.

"Light the oven," she told Gretel. "We're going to have a tasty roasted boy today!" A little later, hungry and impatient, she went on: "Run and see if the oven is hot enough." Gretel returned, whimpering: "I can't tell if it is hot enough or not." Angrily, the witch screamed at the little girl: "Useless child! All right, I'll see for myself." But when the witch bent down to peer inside the oven and check the heat, Gretel gave her a tremendous push and slammed the oven door shut. The witch had come to a fit and proper end. Gretel ran to set her brother free and they made quite sure that the oven door was tightly shut behind the witch. Indeed, just to be on the safe side, they fastened it firmly with a large padlock. Then they stayed for several days to eat some more of the house, till they discovered amongst the witch's belongings, a huge chocolate egg.

Inside lay a casket of gold coins.

"The witch is now burnt to a cinder," said Hansel, "so we'll take this treasure with us." They filled a large basket with food and set off into the forest to search for the way home. This time, luck was with them, and on the second day, they saw their father come out of the house towards them, weeping.

“Media Moguls:” Analyzing Media/Entertainment through Learning Stations

Lesson 15 of 17

Context: This is lesson ends a series of lessons pertaining to fantasy and drama in the media/entertainment industry. It is part of my larger unit with the theme of fantasy, drama and media. Through this culminating lesson, students will be able to travel to 6 different learning stations that will require students to engage in some form of analysis and synthesis that relate to fantasy and drama in media/entertainment. Students will be drawing on knowledge and skills gained throughout the unit to move successfully through learning stations.

Specific Learning Objectives:

Cognitive:

1. Students will be able to explain the roles fantasy and drama play in our society and culture.
(3.1) Interprets the roles of fantasy and drama in our culture through the viewing and reading of literature, video clips, and audio clips.
2. Students will be able to identify the elements of fantasy, fairy tales, and drama in our society through current events, music and media clips.
(4.1) Identify elements of fantasy, fairy tales, and drama through learning stations

Affective:

3. Students will be able to effectively collaborate in small groups.
(6.1) Participates in a constructive manner in learning stations
4. Students will be able to follow direction and instruction.
(7.1) Listens attentively to directions
(7.2) Attends closely to the classroom activities

Performance:

5. Students will be able to respond to material using journals.
(12.1) React to John Lennon's quote for their Early Bird work
6. Students will be able to respond to a variety of texts, both print and non-print materials.
(13.1) Compose a list of fantasy and drama elements as seen in the materials at the learning stations

Materials/Technology Resources Needed:

- ü Journals
- ü “Media Mayhem” Learning Station Packet
- ü “Learning Stations” mix
- ü Stereo (music to be played as students move from one station to another)
- ü Wire Baskets for each table (Work/Journals will be placed in wire baskets at the end of each class with completed work)

Procedures/Instructional Strategies:

Bridge:

1. (6 min.) Students will come in and grab their journals from their period's workbasket at the door. Students will then be asked to react/respond to the following quote in their journal and illustrate for their “Early Bird Work.” *(Please see attached handout for Early Bird Work)*
“Reality leaves a lot to the imagination.” –John Lennon.
Do you agree, disagree, explain and make sure to illustrate your entry!

- As students are journaling, I will play soft music in the background (perhaps, the musical stylings of Jim Brickman!) I will walk around to ensure students are completing the task at hand, but also to measure if more time is needed to complete the activity, or if the activity can be finished in a shorter amount of time than I have allotted for the Early Bird work.
- (5 min.) After approximately 5 minutes, our class will reconvene and we will discuss our responses to the quote. This will be used as a bridge to connect material we learned in the previous class about the media/entertainment industry's portrayal of fantasy vs. reality. I will then introduce our activity for the day and how learning stations will be used to apply our knowledge of fantasy and drama in the media. Directions to follow!

Steps:

1. (8 min.) Following our discussion of our Early Bird work, I will introduce by over-arching goals for our learning stations as well as the directions. This will be a brief time of direct instruction to ensure students' understanding of directions and objectives for the learning stations.
 - Today we will be using learning stations as a means of analyzing different modes of fantasy and drama. There will be 6 Learning Stations (each at a different team table). Each station will be equipped with a clip of video, audio, or literature. At each station, students will be asked to draw off their knowledge of the elements of fantasy and drama. Each student will be given a "Media Mayhem" packet. (*Please see attached handout for "Media Mayhem" Packet*) Within the packet, there will be handouts that coordinate with each station. At each station, students will be asked to analyze and view the material in several different ways. They will record their analysis and work in their "Media Mayhem" packet that will be turned in (inside their journals) at the end of class in their workbaskets.
 - Guidelines for the Learning Stations are as follows (a handout will also be provided in the "Media Mayhem" packet and also found on each learning station table for the specific guidelines for each station:
 - Station #1: Video Clip: *Shrek*
 - Station #2: Audio Clip: "Cinderella" by Rihanna and Chris Brown
 - Station #3: Short Story: "When the Clock Strikes" by Tanith Lee
 - Station #4: Poem: "Gretel in Darkness" by Louise Gluck
 - Station #5: Video Clip: *A Cinderella Story*
 - Station #6: Audio Clip: "Every Little Thing She Does is Magic" by The Police
 - Each group will start at their original table and work counter-clockwise around the room. Each group will have approximately 9 minutes at each station. I do not expect students to make it to every station, but there is two of the same type of genre of media available so students will be able to analyze at least one form of that media/entertainment form. My hopes are that students will make it to at least 4 stations. I will make sure to be able to make adjustments if students need a longer amount of time at each station.
 - I will play music to cue students to transition to the next learning stations. (*The mix CD that I play is available with the materials of the lesson plan.*)
 - I will then introduce the guiding questions for the day. These are the questions that students should be able to answer by the end of our time with learning stations:
 - How is fantasy and drama seen in film, music, and literature?
 - What elements of fantasy and drama are seen in film, music, and literature?
2. (36 min.) Students will then move into the learning stations portion of the lesson.

"Time to wrap it up" (Closing Activity)

3. (5 min.) We will close by asking students to do a 5-minute free write about what they gained from the learning stations. Are learning stations helpful? I will ask students to use the questions below to "prime their pump" in being able to reflect on their experience.
 - What was the most valuable part of the learning station experience?
 - What ways did the media/entertainment show elements of fantasy and drama?
 - What did you like best? What could be improved?

Closure:

4. (2 min.) I will ask 2 students to very briefly share their thoughts about what they learned (we will have a longer discussion the next day) during the learning stations. Students will then be asked to place their "Media Mayhem" packet inside their journal and place their journal inside their workbaskets on their team table. Students will be asked to bring out their planners (it's required **J**) and I will remind them to bring in their Fairy Tale Drama skit because tomorrow will be the last day before the big production. We will be putting last minute finishing touches as well as practicing! I will remind them to write it down in their planner!

Accommodations/Differentiation: None needed for this specific plan.

Methods of Evaluation:

1. Students' Early Bird journal responses (Objectives 12.1, 13.1)
2. Students' "Media Mayhem" packet (Objectives 3.1, 4.1)
3. Students' participation in small group work in learning station (Objectives 6.1, 7.1, 7.2)

"Time to Reflect:" How did the actual teaching go?

Lesson 15:
“Media Moguls:” Analyzing
Media/Entertainment through Learning Stations

Supplemental Materials Included:

- Early Bird Work
- Learning Station Guidelines and
Corresponding Handouts
- Learning Stations Mix



Good
Morning!

"You have brains in your head, you have feet in your shoes, you can steer yourself, any direction you choose."
We have learned so much so far in our unit on fantasy and drama and now we are learning about how we see fantasy and drama in our media and entertainment industry! As we learn more about the connection between fantasy, drama and media, respond to the following quote in your journal.

Make sure to record your Early Bird in your journal! J

What do I need today?

1. Journal
2. Pen/Pencil
3. Creativity!

Directions for Early Bird:

1. Take out your journal.
2. Respond and/or react to the following quote:

"Reality leaves a lot to the imagination."

-John Lennon.

What's your reaction to this quote? Do you agree or disagree?

Use these questions to fuel your imagination and creativity.

3. Illustrate your reaction and/or response in your journal.
4. Share your thoughts in our class discussion!

“Media Mayhem”

Guidelines for “Media Mayhem” Learning Stations:

Today, we will be using learning stations as a culminating activity on our work with fantasy and drama seen in our media and entertainment industry. The purpose of the learning stations is to give you an opportunity to make connections with pop culture film, music, literature, etc. to material we have been learning in class about fantasy and drama. In the learning stations, each group will be asked to analyze a piece of writing or media that shows elements of fantasy or drama. Below are the guidelines for the learning stations activity:

1. Each group will spend approximately 9 minutes at each learning station. DO NOT expect to make it to all 6; our goal is that each group would have an opportunity at a video, audio, and piece of literature stations.
2. After 9 minutes, I will begin to play music. At the cue of the music, groups are to work counter-clockwise around the room to move from station to station.
3. Each group will start at their original table. Please make sure to put your belongings underneath your desk, as people will be using your table space and chairs.
4. You are to work solely with the people at your table and not talk to other groups, as they will be doing their own work.
5. Any technology resource that is at your learning station should not be played or tampered with, and I will be monitoring that groups are staying on task in this manner.
6. At audio station, lyrics will be provided on your table. Please leave the lyrics on your table because other groups will need them to complete the activity at the audio station.
7. If your group completes the learning station task before it is time to rotate stations, please stay quiet and be respectful of others who are still working.
8. After returning to your desks after your final learning station, pull out your journals and write a short reflective piece responding to the following questions:
 - What was the most valuable part of the learning station experience?
 - What ways did the media/entertainment show elements of fantasy and drama?
 - What did you like best? What could be improved?
9. At the completion of our learning stations, make sure to turn in our “Media Mayhem” packet in your work basket on your group table. I want to see all your awesome work! J
10. Have Fun!

The following handouts coincide with the different learning stations. There is one handout to be used at the video station, one handout that coincides with the audio station, and one handout that coincides with the piece of writing. As mentioned earlier, you will most likely not make it to all stations; therefore, the handouts are the same for the video, audio, and literature stations no matter which of these stations you visit. If you have any questions please ask!

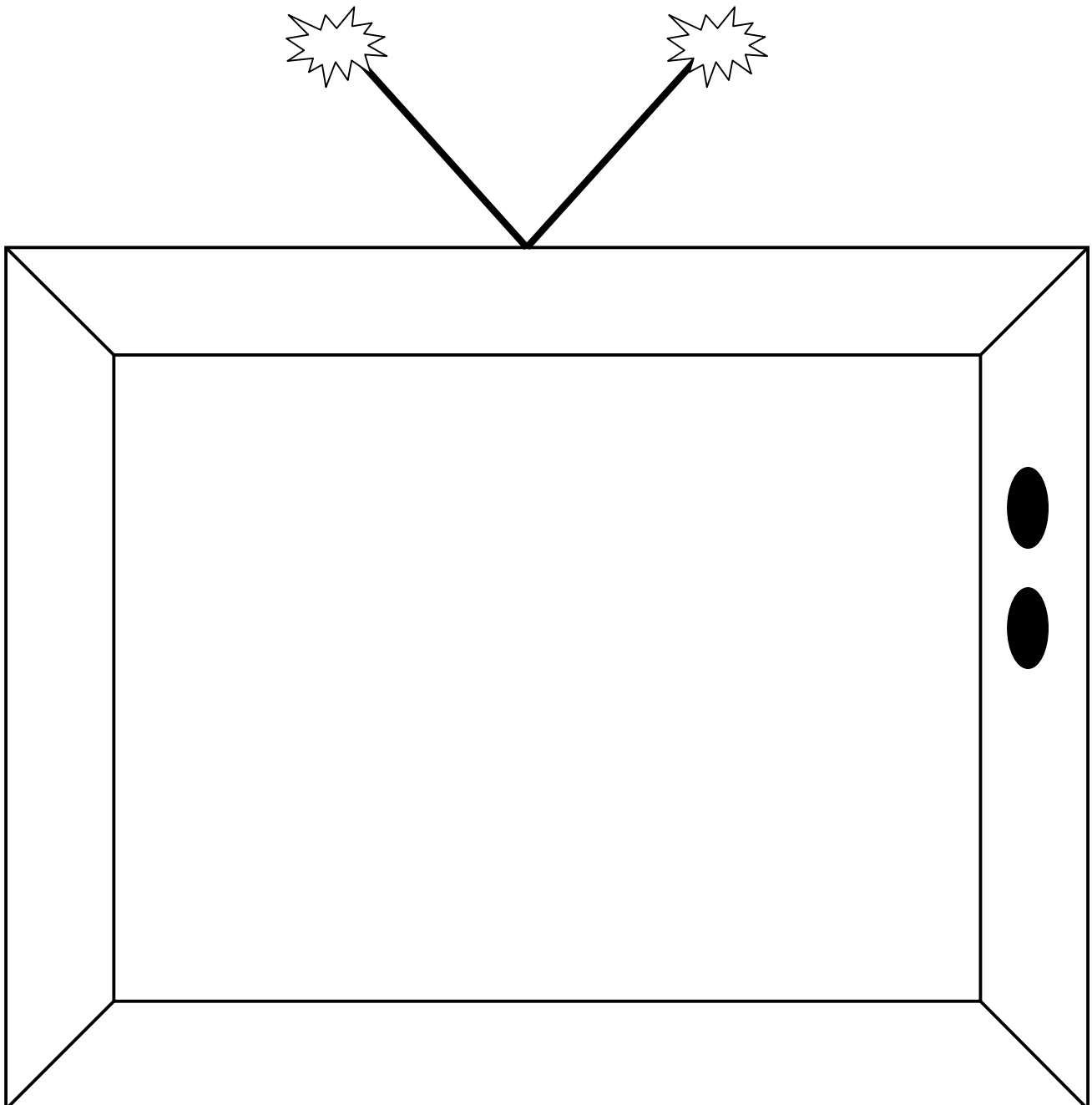
Video Stations

You are now visiting the video station. Movies and entertainment are a critical part of our culture. At this station your task is to identify elements of fantasy and drama as seen in two clips from current films. At the video stations, you will be viewing one of two clips:

- A clip from the film *Shrek*
- A clip from the film *A Cinderella Story*

After viewing these clips, respond to the following questions in the Television Graphic organizer:

1. What elements of fantasy/and or drama are present in these film clips?
2. What are other films that exhibit fantasy characteristics?
3. Make at least 2 parallels or connections between the film clip and other pieces of literature you have read or we have read in class.
4. How did the element of fantasy/and or drama enhance or take away from the film clip?



Audio Stations

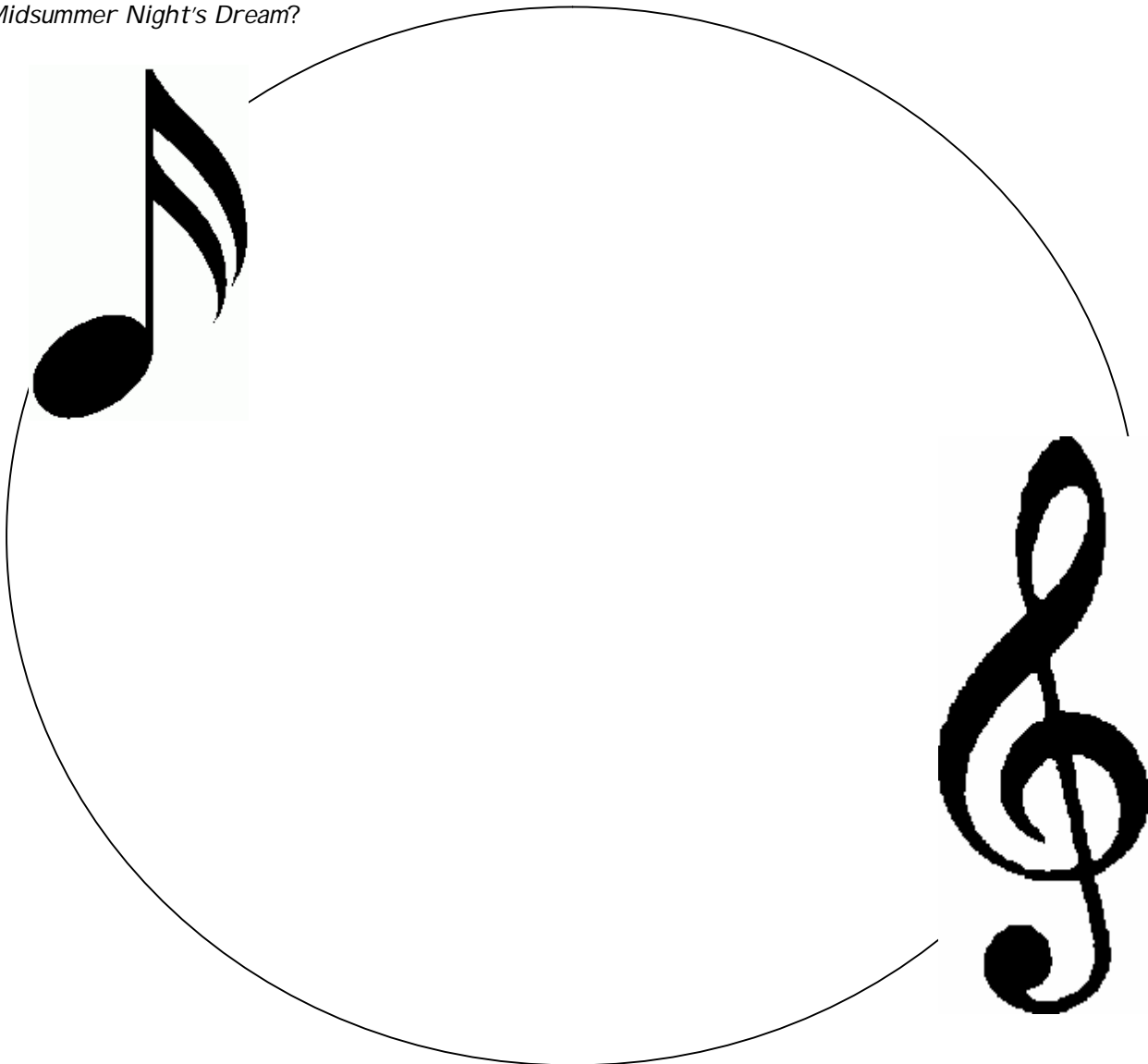
You are now visiting the audio station. Can you imagine what the world would be like without music? Music is used for entertainment, but it's also used to tell stories! At this station your task is to identify the story being told by each musician and how the story is linked to the characteristics of fantasy and drama. At this station you will be listening to the following songs:

- "Cinderella" by Rihanna and Chris Brown
- "Every Little Thing She Does is Magic" by The Police

After listening to these songs, respond to the following questions in the music note graphic organizer:

1. What story are these musicians trying to tell?
2. What are characteristics of fantasy and/or drama is evident in the story they are portraying through music?
3. Make at least 2 parallels or connections between the audio clip and other pieces of literature you have read or we have read in class.

Bonus: How could the song "Every Little Thing She Does is Magic" correlate with Shakespeare's play, *A Midsummer Night's Dream*?



“Cinderella”

By Chris Brown and Rihanna

No clouds in my storms
Let it rain, I hydroplane into fame
Come'n down with the Dow Jones
When the clouds come we gone
We Rokafella
We fly high to weather
And she rocks it better
You know me
An anticipation for precipitation, stack chips for the rainy day
Jay, rain man is back with lil Ms. Sunshine
Rihanna where you at?

You have my heart, and we'll never be a world apart
Maybe in magazines, but you'll still be my star
Baby cause in the Dark, You can't see a shiny Car
And that's when you need me there
With you I'll always share
Because

When the sun shines
We'll shine together
Told you I'll be here forever
said I'll always be your friend
Took an oath I'mma stick it out 'till the end
Now that it's raining more than ever
Know that we'll still have each other
You can stand under my Umbrella
You can stand under my Umbrella
Ella ella eh eh eh
Under my umbrella
Ella ella eh eh eh
Under my umbrella
Ella ella eh eh eh
Under my umbrella
Ella ella eh eh eh eh eh eh

you become another dream to me
a fairytale fantasy
nothing can ever compare
an image to my memory
and girl im asking could you be my queen?
a vision on a magazine
thats when i'll be there
its something we both share
because

when the sun shine well shine together
you know ill be here forever
although its a not a rain outside
girl its gettin late and you can stay the night
but you can dip out anytime whenever
i can call a car i aint tryna stress ya
im looking for the one with the glass slippa'
[Cinderella (Umbrella Remix) lyrics on <http://www.metrolyrics.com>]

baby girl you can be my cinderella (ella ella eh eh eh)
you can be my cinderella (ella ella eh eh eh)
you can be my cinderella (ella ella eh eh eh)
you can be my cinderella (ella ella eh eh eh eh eh eh eh)

you can run into my arms
its okay dont be alarmed
come in to me
there no distance in between (our love)
so go on and say my name some more
ill be all you need and more
(breaths deeply) you ready?
because
When the sun shines
We'll shine together
Told you I 'll be here forever
said I 'll always be your friend
took an oath imma stick it out til the end
but you can dip out anytime whenever
i can call a cab i aint tryna stress ya
im lookin for the one with glass slippa'
baby girl you can be my cinderella (ella ella eh eh eh)
under my umbrella (ella ella eh eh eh)
you can be my cinderella (ella ella eh eh eh)
under my umbrella (ella ella eh eh eh eh eh eh eh)
it's rainin'
rainin'
ooh baby its rainin'
rainin'
baby come in to me
Oh!
come in to me.....

"Every Little Thing She Does is Magic"

By The Police

Though I've tried before to tell her
Of the feelings I have for her in my heart
Every time that I come near her
I just lose my nerve
As I've done from the start

Every little thing she does is magic
Everything she do just turns me on
Even though my life before was tragic
Now I know my love for her goes on

Do I have to tell the story
Of a thousand rainy days since we first met
It's a big enough umbrella
But it's always me that ends up getting wet

Every little thing she does is magic
Everything she do just turns me on
Even though my life before was tragic
Now I know my love for her goes on

I resolve to call her up a thousand times a day
And ask her if she'll marry me in some old fashioned way
But my silent fears have gripped me
Long before I reach the phone
Long before my tongue has tripped me
Must I always be alone?

Every little thing she does is magic
Everything she do just turns me on
Even though my life before was tragic
Now I know my love for her goes on

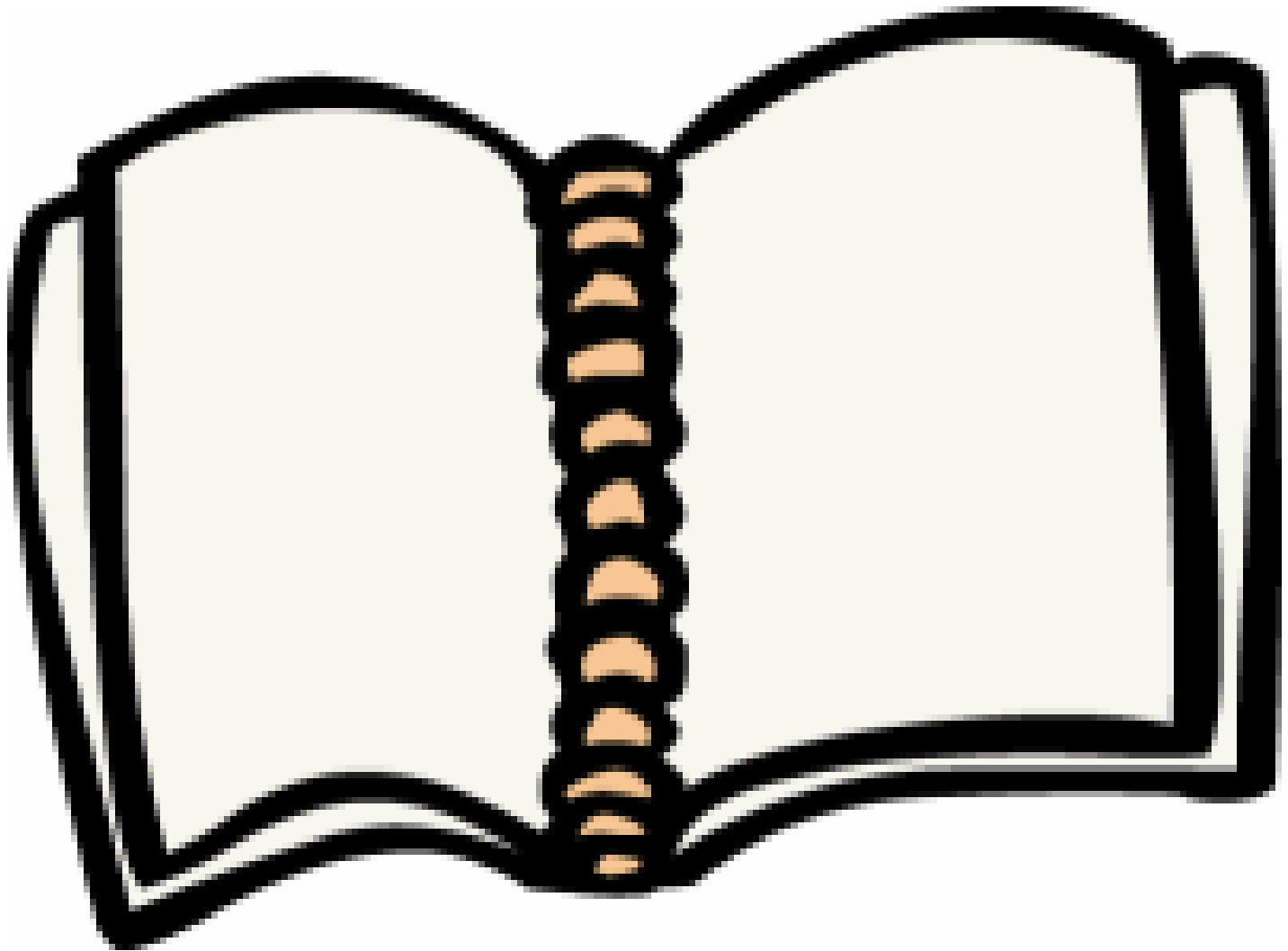
Literature Stations

You are now visiting the literature station. Themes are very important throughout literature. Themes are the underlying message or idea that the author is trying to convey. We discussed themes that are evident in fantasies. At this station your task is to identify main themes in the poem or short story. At this station you will be reading one of the following.

- "When the Clock Strikes" by Tanith Lee (a selected portion)
- "Gretel in Darkness" by Louise Gluck

After reading one of these writings, respond to the following questions in the book graphic organizer:

1. What are the dominant themes within the short story or poem?
2. How do these themes portray fantasy elements?
3. Make at least 2 parallels or connections between the text and other pieces of literature you have read or we have read in class.



“When the Clock Strikes”

By Tanith Lee

Yes, the great ballroom is filled only with dust now. The slender columns of white marble and the slender columns of rose-red marble are woven together by cobwebs. The vivid frescoes, on the faces of the painted goddesses look gray. And the velvet curtains-touch them, they will crumble. Two hundred years, now, since anyone danced in this place on the sea-green floor in the candle gleam. Two hundred years since the wonderful clock struck for the very last time.

I thought you might care to examine the clock. It was considered exceptional in its day. The pedestal is ebony and the face fine porcelain. And the figures, which are of silver, would pass slowly about the circlet of the face. Each figure represents, you understand, an hour. And as the appropriate hours came level with this golden bell, they would strike it the correct number of times. All the figures are unique, you see. Beginning at the first hour, they are, in this order, a girl-child, a dwarf, a maiden, a youth, a lady and a knight. And here, notice, the figures grow older as the day declines: a queen and king for the seventh and eighth hours, and after these, an abbess and magician and next to last, a hag. But the very last is the strangest all. The twelfth figure: do you recognize him? It is Death. Yes, a most curious clock. It was reckoned a marvelous thing then. But it has not struck for two hundred years. Possibly you have heard the story? No? Oh, but I am certain that you have heard it, in another form, perhaps.

However, as you have some while to wait for your carriage, I will recount the tale, if you wish. I will start with what is said of the clock. In those years, this city was prosperous, a stronghold-not as you see it today. Much was made in the city that was ornamental and unusual. But the clock, on which the twelfth hour was Death, caused something of a stir. It was thought unlucky, foolhardy, to have such a clock. It began to be murmured, jokingly by some, by others in earnest, that one night when the clock struck the twelfth hour, Death would truly strike with it.

Now life has always been a chancy business, and it was more so then. The Great Plague had come but twenty years before and was not yet forgotten. Besides, in the duke's court there was much intrigue, while enemies might be supposed to plot beyond the city walls, as happens even in our present age. But there was another thing.

It was rumored that the duke had obtained both his title and the city treacherously. Rumor declared that he had systematically destroyed those who had stood in line before him, the members of the princely house that formerly ruled here. He had accomplished the task slyly, hiring assassins talented with poisons and daggers. But rumor also declared that the duke had not been sufficiently thorough. For though he had meant to rid himself of all that rival house, a single descendant remained, so obscure he had not traced her-for it was a woman.

Of course, such matters were not spoken of openly. Like the prophecy of the clock, it was a subject for the dark.

Nevertheless, I will tell you at once, there was such a descendant he had missed in his bloody work. And she was a woman. Royal and proud she was, and seething with bitter spite and a hunger for vengeance, and bloody as the duke, had he known it, in her own way. For her safety and disguise, she had long ago wed a wealthy merchant in the city, and presently bore the man a daughter. The merchant, a dealer in silks, was respected, a good fellow but not wise. He rejoiced in his handsome and aristocratic wife. He never dreamed what she might be about when he was not with her. In fact, she had sworn allegiance to Satan. In the dead of night she would go up into an old tower adjoining the merchant's house, and there she would say portions of the Black Mass, offer sacrifice, and thereafter practice witchcraft against the duke. This witchery took a common form, the creation of a wax image and the maiming of the image that, by sympathy, the injuries inflicted on the wax be passed on to the living body of the victim. The woman was capable in what she did. The duke fell sick.

“Gretel in Darkness”

By Louise Gluck

This is the world we wanted.
All who would have seen us dead
are dead. I hear the witch's cry
break in the moonlight through a sheet
of sugar: God rewards.
Her tongue shrivels into gas...

Now far from women's arms
and memory women, in our father's hut
we sleep, are never hungry.
Why do I not forget?
My father bars the door, bars harm
from this house, and it is years.

No one remembers. Even you, my brother,
summer afternoons you look at me though
you meant to leave,
as though it never happened.
But I killed for you. I see armed firs,
the spires of that gleaming kiln come back, come back...

Nights I turn to you to hold me
but you are not there.
Am I alone? Spies
hiss in the stillness, Hansel,
we are there still and it is real, real,
that black forest and the fire in earnest.

“Almost to the Globe:”

Finishing touches on Fairy Tale Dramas

Lesson 16 of 17

Context: “Almost to the Globe” is a lesson that is used at the end of our unit on fantasy, fairy tales and drama to give students class time to rehearse their fairy tale drama/skit as well as add any finishing touches. The purpose of this lesson is to give students ample time to prepare for their drama and to gather all the materials that will need to be turned in the following day with the summation of our unit. My hope is that this lesson will relieve students of any anxiety about having to spend additional time outside of class to prepare materials for their performance.

Specific Learning Objectives:

Cognitive:

1. Students will be able to explain the roles fantasy and drama play in our society and culture.
 - (3.1) Analyze a cartoon related to *A Midsummer Night's Dream*
 - (3.2) Writes about the portrayal of classic literature in pop culture

Affective:

2. Students will be able to effectively collaborate in small groups.
 - (6.1) Assists in finishing final copy of drama to be turned in as final product.
 - (6.2) Practices cooperation in-group activities
 - (6.3) Demonstrates responsibility for tasks assigned
3. Students will be able to follow direction and instruction.
 - (7.1) Listens attentively
 - (7.2) Attends closely to classroom activities
4. Students will be able to freely express their creativity and imagination.
 - (8.1) Demonstrates ability to utilize own strengths in their fairy tale drama production

Performance:

5. Students will be able to respond to material using journals.
 - (12.1) Respond to pop culture material (cartoon) for Early Bird work
 - (12.2) Respond to reflective prompt for “wrap up” free-write

Materials/Technology Resources Needed:

- ü Journals
- ü Bell Ringer Activity with cartoon
- ü Stereo (music to be played as students complete work during class)
- ü Poster Board
- ü Computer/Laptop Accessibility

Procedures/Instructional Strategies:

Bridge:

1. (6 min.) Students will come in and grab their journals from their period's workbasket at the door. Students will then be asked to react/respond through a brief free write and illustration for their “Early Bird Work:” (Please see attached handout for Early Bird Work)

http://www.cartoonstock.com/directory/m/midsummer_s_night_dream.asp

How do you think our culture portray classic literature?

What's your reaction to the portrayal of the drama as seen in this cartoon?

- As students are journaling, I will play soft music in the background (perhaps, the musical stylings of Enya!) I will walk around to ensure students are completing the task at hand, but also to measure if more time is needed to complete the activity, or if the activity can be finished in a shorter amount of time than I have allotted for the Early Bird work.
- (5 min.) After approximately 5 minutes, our class will reconvene and we will discuss our responses and reactions to the cartoon. To facilitate discussion I will ask questions including: Why is it important to be able to interpret and infer meaning in other texts besides books? What's your reaction to the cartoon? Would anyone like to show his or her illustration?

Steps:

1. (7 min.) Following our brief discussion about the Early Bird work, I will then explain the goals of our class and also introduce the guiding questions for the day:
 - How can I effectively manage my time?
 - How can I successfully contribute and participate within my group?
2. I will then explain class procedures for the day in relation to finishing up any necessary items related to their Fairy Tale Drama project. This lesson will be solely used to put final touches on the fairy tale drama scripts, as well as give time for students to practice for their performance the following day. I will again review the expectations and guidelines for the script and performance. I will allow students to disperse throughout the classroom to practice and put final touches on the script. The script is to be typed, and computers will be made accessible for those groups who have not finished typing their script that is to be turned in the following day.
3. There will be little direct instruction; however, I will be used as a support and resource for questions, comments and concerns regarding their culminating project. I will also create a list (using a large piece of poster) on the board of any technological materials that they may need, that I can have available for their performance. I will make sure to touch base with each group to make sure each group has successfully completed their tasks.
4. (35 min.) Students will then be given time to collaborate in groups. I will walk around to monitor group work.

"Time to wrap it up" (Closing Activity)

1. (6 min.) We will wrap up class by doing a 5- minute free write in their journals about their expectations for themselves and their group for the performance. What are you looking forward to most? Did you utilize the time given in class to prepare for tomorrow's performance? If so (or not), explain why.

Closure:

1. (2 min.) During the last few minutes of class I will remind students on their way out to list any additional resources that will be needed for their performance (specifically technology related) that I will be able to provide on performance day. I will also remind them to place their group number beside the item they will need. I will also remind them to come in ready to go, because there will only be a few, short minutes before we start the performances after class has begun. Onward to the Globe Theatre!

Accommodations/Differentiation: None needed for this specific plan.

Methods of Evaluation:

1. Students' Early Bird journal responses as well as their "wrap up" free write.
(Objectives 12.1, 12.2, 3.1, 3.2)
2. Students' active engagement in small group work. (Objectives 6.1, 6.2, 6.3, 7.1, 7.2, 8.1)

“Time to Reflect:” How did the actual teaching go?

Lesson 16: “Almost to the Globe:” Finishing Touches on Fairy Tale Dramas
Supplemental Material Included:
- Bell Ringer Activity



Good Morning!
Early Bird Activity

“You’ll be on your way up, you’ll be seeing great sights, you’ll join the high fliers, who soar to high heights!” We are coming close to the end on our unit of fantasy and drama! You are surely on your way up, and all your hard work is taking you to greater things! I’m so proud of you! Recently we have been talking about the influence of fantasy and drama in pop culture and the media. Respond and react to the following cartoon in your journals.

Make sure to record your Early Bird in your journal! J

What do I need today?

2. Journal
3. Pen/Pencil
4. “Fairy Tale Drama”
5. Creativity!

Directions for Early Bird:

1. Take out your journal.
2. Respond and/or react to the following cartoon:



What's your reaction to this quote? What is your interpretation?

How can we see pop culture using elements of fantasy and drama in this cartoon?

Use these questions to fuel your imagination and creativity.

3. Illustrate your reaction and/or response in your journal.
4. Share your thoughts in our class discussion!

“Welcome to the Globe Theatre:”

Our Shakespeare Production

Lesson 17 of 17

Context: “Welcome to the Globe Theatre” is the last lesson in the unit and is a culminating experience for students because they are presenting their drama that applies their knowledge and comprehension of the literary elements associated with the genre of fantasy and drama. This lesson is focused solely on the students’ performances and gives them an opportunity to role-play their literary creations! This lesson will be recorded and clips of the performances will be shown at the end of the year in our digital scrapbook that encapsulates our experiences as a class.

Specific Learning Objectives:

Cognitive:

1. Students will be able to identify key elements of the literary genre, fantasy and drama as seen in their texts.
 - Distinguish the literary characteristics of fantasy and drama seen in their peers’ performances.

Affective:

2. Students will be able to effectively collaborate in small groups.
 - (6.1) Practices cooperation in-group activities
 - (6.2) Appreciates the work of other group members
3. Students will be able to follow direction and instruction.
 - (7.1) Attends closely to classroom activities
 - (7.2) Listens attentively during performances and when directions are given
4. Students will be able to freely express their creativity and imagination.
 - (8.1) Displays individual creativity through group performance

Performance:

5. Students will be able to perform an original fairy tale drama created in groups.
 - (15.1) Performs “drama” in groups
6. Students will be able to respond to material using journals.
 - (13.1) Use journals to reflect on experience throughout the unit
 - (13.2) Respond in journals using a self-evaluation guide

Materials/Technology Resources Needed:

- ü Journals
- ü Stereo (to play soft music as students complete self-evaluation in journals)
- ü Bulletin Board paper (recreate images from the Globe Theatre)
- ü Paint (recreate images from the Globe Theatre)
- ü Any resources students have asked to be provided—specifically technology resources (list was created the previous day on large piece of poster board)
- ü Digital Video Recorder
- ü Shakespearean period clothes
- ü Self-Evaluation handout (*Please see attached handout*)

Procedures/Instructional Strategies:

Bridge:

1. As students walk in, I will have transformed the classroom into something that resembles the Globe Theatre. Desks will have been pushed back and chairs will be in rows to “resemble” benches (Actually, at the real Globe Theatre people stand on the floor and have seats in the balcony area; however, standing would not be appropriate or comfortable for 61 minutes **J**). I will have used bulletin board paper and paint to create a Globe Theatre like mural to hang on the board, which will be used as the stage area. I will also dress in Shakespearean clothes. The reasoning in for recreating the Globe theatre is to tie in our study of *A Midsummer Night's Dream* as well as other class fairy tales. Shakespeare's plays were a mainstay at the Globe Theatre and I thought it would be a nice way to connect our study of drama and fairy tales.
2. (7 min.) As students come into class, a prompt on the board will ask students to come in and seat with their groups and begin to prepare themselves for their performances. After students have settled in their seats, I will explain there will be no Early Bird work today because we are going to be starting performances shortly. I will briefly review the guidelines for our performances and ask students to be respectful to other groups. Remember the Golden Rule! I will then give students approximately 4-5 min. to reconvene as a group and review any last minute details.
3. After 4-5 minutes, I will draw groups' numbers and that will indicate the order in which groups will perform.

Steps:

1. (45 min.) The bulk of the class will center on the student's performances! As explained in the “The Original Fairy Tale Drama” handout and rubric, groups' performances should last between 5-6 minutes. One of the requirements is that students stay within the required time limit. The 45 min. block of time allows for transition time between each performance. Onward to the Globe Theatre! **J**
2. I will make sure to emphasize the importance of respecting and listening to other groups' work. We will save the applause till the end!
3. I will also have a digital video recorder set up in the back of the classroom that will record each group's performance. This video will be used in creating a digital scrapbook of our experiences as class that will be viewed at the end of the year.

“Time to wrap it up” (Closing Activity)

1. (8 min.) After all groups have performed, I will congratulate students on a job well done and that with any work we do, it's so important to reflect and evaluate the positive outcomes and things that could be changed. In the remaining minutes, I will ask students to respond in their journals to the following questions (these are only to be used to jump start their responses!)
 - What was the most valuable lesson learned during our unit on fantasy, fairytales, and drama?
 - What was the most meaningful assignment during our unit? Explain why.
 - What was beneficial, and what could be changed to make the unit on fantasy and drama more effective?
 - Do you feel like we achieved our learning goals and outcomes during the course of our unit? Agree or Disagree and explain why.
 - Where did you see elements of fantasy and drama in your peer's performances?

Closure:

- (1-2 min.) In the remaining minutes of class, I will again congratulate the class for their hard work and diligence throughout the unit, specifically with their productions. For “homework,” I will pass out a Self and Group Evaluation Chart. I want students to complete the evaluation

and bring the completed evaluation to class the following day. The Self and Group Evaluation is to see the contribution of each individual as well as their contribution in their group.
(Please see attached handout)

Accommodations/Differentiation: None needed for this specific plan.

Methods of Evaluation:

1. Students' active engagement in performances. (6.1, 6.2, 7.1, 7.2, 8.1, 15.1)
2. Students' reflective journal responses. (Objectives 1.1, 13.1, 13.2)
3. Students' completed self-evaluation chart. (6.1, 6.2, 7.1, 8.1)
4. Students' attentiveness during performances. (6.1, 6.2, 7.1, 7.2)

“Time to Reflect:” How did the actual teaching go?

Lesson 17: “Welcome to the Globe:” Our Shakespearean Production

Supplemental Materials Included:

-None needed for this specific lesson

UNIT PROJECT AND UNIT EVALUATION MATERIALS

"The Official Fairy Tale Drama Project"

It's time to put all your knowledge to practice! Here's your challenge: With your group (your team table) create a "Fairy Tale" drama. This means that you are to use your knowledge of the literary elements of drama and fantasy to create a script that is reflective of your application of the material. You are welcome to use other fairy tales as resources for brainstorming, but the challenge is to create an original script, so we don't want any "copy cats."

Remember this is a group activity, and each individual should take an active role in creating your Fairy Tale drama! Each group member will have an assigned role (that the group will collectively decide on) and will be expected to document their role throughout the writing process. Your challenge is to create an original fairy tale drama. You will be drawing on your knowledge of the literary characteristics of both drama and fantasy to come up with your play. Remember to use your creativity and imagination! Here are the guidelines and process for your fairy tale project:

1. Your first step is to complete a brainstorming graphic organizer. On your graphic organizer develop some ideas that could possibly be used your collaborative group writing assignment. You'll need to bring in your brainstorming graphic organizer because you will use it in your first Writing Workshop where you will be deciding on an idea and theme for your fairy tale drama.
2. After your group has "nailed down" a specific idea or theme, its time to assign "jobs" in your group. Each group will receive a handout that has a list of the jobs within the groups. This handout is to be turned in with the final copy of the group's drama. Although each member of the group will have a different "job," all members of the group should take part in the writing and performing of the fairy tale drama. *(Please see attached "Group Job" handouts)*
3. During the 1st Writing Workshop, your group will be drafting your fairy tale drama script. Remember to keep the drafts of your fairy tale scripts because they will also be turned in with your Fairy Tale Drama project writing packet. Your draft should include the following things:
 - A specific list of characters
 - A Setting
 - A Plot
 - Some stage directions
 - A Theme
 - A specific point-of-view (who is the story being told by?)
 - Is it a tragedy, comedy or does it involve irony?
 - How will elements of fantasy be implemented in the play?
4. Each group member is responsible for having a copy of the fairy tale draft. During the 2nd Writing Workshop, we will move into group/peer feedback. Another group will evaluate your group's fairy tale draft during the workshop. Criteria and guidelines for the group feedback will be provided in a writing handout. *(Please see attached "Writing it Right:" Group Feedback handout)* Your group will need to keep the handout with the feedback on your draft to turn in with the final copy of your project.
5. So, we've completed the drafting stage! During the 3rd writing workshop, your group will be using computers to type a final copy of your draft. Before you can type, it's important to edit and revise. Think about the difference between revision and editing and remember to look for G.U.M (Grammar, Usage, and Mechanics!) errors! Again, keep a copy of these changes and/or drafts. I want to see a process!

6. Lastly, after all your hard work creating a writing masterpiece, you get to become actors and actresses! You will be performing your original fairy tale drama in front of the class. Think about props, costumes, and materials you'll need in your performance.

So that's the process! The guidelines are broken into 2 different categories: Writing and Performance. Use these guidelines as a framework for your script as well as a rubric for the project. Points are allotted for each portion of the project. The total number points available for this project is 150 points.

Below are the guidelines:

"Writing it Right:" Writing Criteria

- ü Brainstorming Graphic Organizer (10 points)
- ü "Group Job" Assignments Handout (10 points)
- ü 1st Draft that includes the following elements or answer the following questions: 20 points)
 - A specific list of characters
 - A Setting
 - A Plot
 - Some stage directions
 - A Theme
 - A specific point-of-view (who is the story being told by?)
 - Is it a tragedy, comedy or does it involve irony?
 - How will elements of fantasy be implemented in the play?
- ü Peer Feedback Handout (10 points)
- ü Evidence of Editing and Revision (10 points)
- ü Final Copy of "Fairy Tale Drama Project" (All group members name should be on top) (40 points)

Total Points Available for Writing Criteria: 100 points

"Putting on the Ritz:" Performance Criteria

- ü List of materials, props, and costumes that are appropriate for the script (10 points)
- ü Each group member is an active participant (20 points)
- ü Manage time effectively by staying within 5 minute time limit (10 points)
- ü Have fun! (10 points)

Total Points Available for Performance Criteria: 50 points

Below is what to be turned in by each group and should be stacked and stapled in this order:

- ü "Group Job" Assignments Handout
- ü 1st Draft
- ü Peer Feedback Handout
- ü Evidence of Editing and Revision
- ü Final Copy of "Fairy Tale Drama Project"

Individual Work to be turned in:

- ü Brainstorming Graphic Organizer
- ü Self-Evaluation to be turned in with journal at the end of the unit

"Group Jobs" Assignment

It's so important that each group member take responsibility for some aspect of this project. Hopefully, to ensure equal participation throughout the project, groups will decide and delegate jobs to each member of the group. Below is the list of jobs to be assigned in the group. Beside the job title, fill in the group member's name that will be fulfilling this role throughout the project. Remember to keep up with this sheet because it will be turned in with your final product!

1. Director: The director helps the group throughout the writing process, keeps up with all handouts, and is responsible for the direction of the performance.
Group Member: _____

2. Recorder: The recorder helps the group throughout the writing process, records all brainstorming ideas, drafts, editing and revision.
Group Member: _____

3. Producer: The producer helps throughout the writing process, and is also responsible for typing the final copy of the "Fairy Tale Drama."
Group Member: _____

4. Technical Director: The technical director helps throughout the writing process, and is also in charge of collecting all necessary materials or props for the performance (or letting your teacher know what resources the group may need J).
Group Member: _____

5. Editor: The editor helps throughout the writing process, and is also responsible for editing the final copy for G.U.M errors. Although all group members should participate in this process, the Editor should be the last to read over the project copy.
Group Member: _____

6. Stage Manager: The stage manager helps throughout the writing process, and is also responsible for presenting the play during performance day and making sure your group stays within the required time limit.
Group Member: _____

Each group member is essential to the success of your project! J

“Fanatics, Dramatics, and Media Mayhem”

Self Evaluation

Congratulations! You've made it! You have successfully navigated your way through learning stations, writing workshops, and one awesome performance. As we have concluded our unit on fantasy, drama and the media it's important that we reflect on our experiences throughout this unit both as a class and individually. Complete the following self-evaluation and turn it in with your brainstorming graphic organizer and journal. This evaluation will help me see your hard work throughout this unit! I'm so proud of you! J

Complete the following evaluation chart:

In the student points box, place the amount of points you feel best gauges your work on the specific task given in adjacent box. Please give evidence (a brief comment under the evaluative statement) that shows you successfully achieved this goal. The teacher points are for me only! J

<u>Student Points:</u>	<u>Evaluative Statement:</u>	<u>Teacher Points:</u>
<hr/>	I completed all journal entries including free-writes, Early Bird work, and brainstorming. Points Available: 20	<hr/>
<hr/>	I effectively collaborated with group members during the writing workshop process. Points Available: 20	<hr/>
<hr/>	I engaged in class discussion, responding with meaningful and appropriate comments. Points Available: 10	<hr/>
<hr/>	I successfully helped in composing a "Fairy Tale" drama. Points Available: 20	<hr/>
<hr/>	I have gained a greater understanding of fantasy and drama through learning stations, role-play, writing, and literature discussions and analysis. Points Available: 20	<hr/>

(Cont. Self-Evaluation)

After you have completed the chart, I want you to create on last journal entry! The format of your journal entry is to be a "Dear Ms. Thompson" letter. I want you to write responding to the following questions:

1. What was the greatest lesson you learned throughout the unit?
2. What was your greatest contribution to your group project?
3. What did you find most challenging throughout the unit on fantasy and drama?
4. What improvements could be made in the unit? What did you like, didn't like, things that could be added?
5. What exercise did you find to be most beneficial in the unit to increase your understanding of specific material?
6. What was the greatest challenge about working in a group?
7. What have you learned about yourself through this unit?

"Writing it Right:" Group Feedback

It's so important to have feedback from others when writing because it gives a different perspective to the text that has been created. During this portion of the writing process, writing groups will be trading "scripts" with other groups to get feedback on their work. Groups will trade scripts counter-clockwise. Below are the criteria groups should focus on when reviewing another group's work. Remember the following things when responding to another group's work:

1. Say something Positive
2. Critique the writing not the writer
3. Be specific in your feedback (give examples and details)
4. Prioritize comments in order of importance (put the biggest concerns first, etc.)

Please read the script then answer the following questions collaboratively as group. Please feel free to make other comments (that are appropriate) besides specific responses to the questions. Make comments in the space provided. Happy Writing Workshop Day! J

The greatest strength of the script was... and why?

What are some ways in which the script can be improved?

What is the main idea of the script? Does it include the following literary elements?

- A specific list of characters
- A Setting
- A Plot
- Some stage directions
- A Theme
- A specific point-of-view (who is the story being told by?)
- Is it a tragedy, comedy or does it involve irony?

Other Comments:

Part III:

Evaluation Strategies

“If the track is tough and the hill is rough, THINKING you
can just ain't enough!”

-Shel Silverstein

Evaluation Philosophy

Throughout the unit my primary teaching approach was one of an interactive, student-centered method; therefore, I believe that my evaluation methods should reflect the same strategy. I believe that both the process and product are important in a classroom and I believe that it is important to give students opportunities to show the process on how they arrive to their product.

In addition, I believe that differentiated instruction is key in creating a successful learning environment. Because each student learns differently, I believe that each student should also be evaluated differently. I believe that by giving students a variety of options that appeal to several different learning styles, students are going to be able to create a product that is reflective of their learning abilities and also showcases their knowledge and application of material in a sensible way that reflects their learning style. I believe that I can best evaluate students' process and product through a point credit system. Each unit or lesson will be allotted a specific number of points. Students will receive points as well that will coordinate with their achievement of goals and objectives for the unit as seen in their work and participation.

I believe that evaluation is simply a tool to help both myself and students to become better learners. Evaluation provides as a means of authentic and constructive feedback to assess the achievement of goals in a particular unit or lesson as well as provide feedback about what improvements can be made. I believe that feedback is essential throughout the evaluation process. I believe that feedback can be both oral and written, but in both cases it is constructive and genuine providing helpful insight. I believe that students should not be evaluated on any material that has not been thoroughly reviewed in class. I believe that if teachers are preparing to assess students, students should be aware of the assessment and have adequate time to prepare for the evaluation.

Lastly, I believe that learning is process. Because of this belief, I believe that a few exams throughout the year does not give sufficient evaluation date; therefore, I believe it is essential to evaluate students on a weekly or daily basis through informal and formal assessments. This ensures students are understanding and applying material being taught in the classroom.

Methods of Evaluations

My primary evaluation strategy is based upon a points system. Students' work (both process and product) is based upon point credit that they gain through the completion of assignments and tasks as well as through group collaboration, participation and discussion. For this unit specifically, students can receive up to 300 points. They are evaluated through a variety of both formal and informal assessment methods.

Evaluation Strategies

Each evaluation strategy listed below correlates and reflects the learning outcomes and objectives stated at the beginning of the unit. Through journaling, observations, projects, performances, etc. students are evaluated based upon the objectives and goals listed.

Informal:

- ü Journals
 - Students are responsible for recording:
 - Daily Early Bird Work
 - Compiling media lists
 - Brainstorming idea for Fairy Tale Drama
 - Wrap-up Free-Writes
- ü Observation/Student Participation: This is measure through notes that I may take during class that will state those who do/do not participate on a continual basis. In addition, group activities will be observed and monitored to measure student engagement and participation.
- ü "Media Mayhem" Learning Packet
- ü "Once Upon A Time" Mini Project
- ü Dramatic Performances:
 - Group Feedback Handout
 - "Group Job" Assignment Handout
 - Observation of Active participation in skit

Formal:

- ü "The Official Fairy Tale Drama Project" Portfolio
 - Feedback on Drafts (given by peer groups)
 - Formative and Summative Feedback on finished writing
 - Point Credit System (Students will be evaluated using a point system. Each criteria for the project will be allotted a specific number of points depending on how or if they met the criteria. Students are asked to show evidence that supports their reasoning for the amount points they feel they should receive.)
 - Comprehensive scoring approach (I will look at each part of the "Fairy Tale Drama" portfolio to help in the scoring of the project as a whole)
- ü Self-Evaluation

Part IV: Works Cited & Reflective Addendum

“Sometimes the questions are complicated and the
answers are simple.”

-Dr. Seuss

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Brief Annotation of Resources:

Cluster Web: Used for a brainstorming activity related to Fairy Tale Drama Project

Retelling the Classic Tales: Used as a resource for the creation of "Group Jobs" Assignments Handout

PAL: Used as a reference for notes in the creation of rubric for writing assignment

A Midsummer Night's Dream: Used as a reference to pull quotes for in-class activity

Steps for Organizing Peer Writing Groups: Used as a reference in helping set up guidelines for peer feedback

Elements of Fantasy: Used throughout the unit as a resource to create guiding notes for the class

Dear Reader,

I can hardly believe that my unit is complete! When we first received our rubric and guidelines for our unit, I was overwhelmed at that the thought of such a monstrous task (that's a hyperbole to say the least!J). Although I was quite excited to get my feet wet in the wonderful world of unit planning, I had no idea where to start. I honestly got a little bit of a late start because my CT was unsure of what I would be teaching during the "bulk" of my professional semester. Ultimately, he decided on *A Midsummer Night's Dream*, with the contingency that it is very possible I would not be teaching the unit I create next semester. I was okay with that; at least I would have a unit when I ventured into my own classroom. So, *A Midsummer Night's Dream* it was! I was a little less than enthused about teaching Shakespeare, but I decided that I would look at it as a challenge, not a pitfall. I had never read the play, so I began to do a little research on possible themes a unit could be centered around. At first, I thought about creating a unit with the central theme being magic and dreams. Although I am sure that's quite feasible, I just wasn't sure that's what I wanted to develop a thematic unit on, so I began to "toy" with the idea of creating a unit on fantasy and drama... and well it stuck!

I wanted to create a unit that incorporated fairy tales, portions of *A Midsummer Night's Dream*, and had a media/entertainment component. As I began to mull over these themes, ideas began to circulate my brain, and well "the rest they say is history!" I believe that the strength of my unit is the attention to detail. Although it seemed like I spent endless hours doing my narrative overview, I believe that each day of the narrative overview could easily be expounded to create a lesson plan. In addition, I believe that my supplemental resources for the lessons give great explanation and direction to the activities in each lesson. I think that Early Bird work as well as the learning stations may work well and I'm excited to potentially use them (or maybe an adapted version of them) in my classroom next semester. I think my greatest concern was related to the evaluation portion of the unit. I was getting a little confused between formative and summative evaluation methods. The handouts were really helpful in clarifying, although, I felt like I needed more time to make the evaluation portion more complete. If I had more time, I would also like to work continuing to create lesson plans based upon my narrative overview. Although it is a lot of hard work, I'm definitely up for the challenge. I believe that it could only better prepare me for lesson planning in the future!

It seems as though this unit has truly been a roller coaster experience, filled with both highs and lows. Although I am quite excited about the finish product (I hope it turned out well J), I have experienced some limitations throughout the process. The first limitation I experienced was receiving my topic later than I had expected or hope. It was hard not knowing my topic because I had no launching pad for brainstorming. I found it a bit frustrating because I was unable to work ahead throughout the unit because I always felt behind. Although I did receive some resource support from my CT, I didn't really have any other resources to see how the unit or the novel had been taught and implemented in the past. I found this to be quite limiting because I was unable to adequately, and realistically prepare for the implementation of the unit next semester. Lastly, knowing that there's a great chance that my unit will not be used next semester was some difficult to grasp; however, I realized it's just one more unit prepared when I have my own classroom. In my own classroom, the implementation of the unit will be slightly different because the students will be familiar with journaling, unlike the students at my placement. In addition, depending on my classroom dynamic, adaptations may need to be made depending on the ability levels and academic needs of my students.

When implementing this unit in the field, I will pay close attention to monitoring the learning stations (as some of my students have proved to be quite chatty during group work) as well as being detailed and specific about the guidelines of a writing workshop. I have not seen any type of writing workshop implemented in my placement classroom; therefore, I find it a necessity to be explicit at each step of the writing process

providing support and direction throughout the experience. In addition, I feel it would also behoove me to pay close attention to the media/entertainment materials I use in the classroom. I do not want students to become distracted with the video/audio clips that are used during the learning stations exercise or Early Bird work that it makes it hard to complete an activity.

On a scale from 1 to 4, I would have to rate the quality of my unit as a 3.5. I believe that I have created a unit that is detailed and explicit in every facet. I believe that I earnestly worked on creating a unit that would be engaging, authentic, and motivating. In addition, I believe that I took into consideration different teaching approaches and strategies to accommodate a variety of learning styles as well as provide many opportunities for evaluation that would be reflective of both a process and product. For students who are preparing to take this "unit challenge," I would say get ready to work! This unit is truly a culminating experience because we are required to draw on the pedagogical foundation we have created throughout our experience in the MSL program. Every component of this unit requires extensive attention and detail! My advice to incoming students would be to start early, and pace yourself! Do not think that cramming the whole unit in the week before its due works, it doesn't! By pacing yourself you create time to reflect on what works and what may not work within in your unit, and allows for revising and editing!

After completing this project, I think that directions were explicit, very detailed and beneficial. I didn't feel like I was asking the question, "Huh?" For me personally, I found that pacing myself versus having mini deadlines worked better. I thought that having a target date was a great idea, but having stuff actually completed on those dates was sometimes unrealistic because how my unit unfolded. This project was a wonderful way to capstone my coursework at NC State!

Thanks so much,

Lyndsey Thompson